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PROGRAMS FOLLOWING AN NDEA INSTITUTE.

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PERCEIVED CHANGES IN SCHOOL LIBRARY PROGRAMS
FOLLOWING AN NDEA INSTITUTE

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HELEN DITSON LLOYD
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PERCEIVED CHANGES IN SCHOOL LIBRARY PROGRAMS
FOLLOWING AN NDEA INSTITUTE

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PERCEIVED CHANGES IN SCHOOL LIBRARY PROGRAMS
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CHAPTER I

THE PROBLEM

Rationale for the Study

The school library based on a service concept is a product of the twentieth century. Though service was first interpreted as circulating books to student users, there has been a gradual change toward a curriculum-oriented program incorporating many media. Wiese has characterized the 1920 model of the school library in America as a "book dispensary," the 1930 model as offering "service to volunteer users," the 1940 model as providing "supplementary references" and some work with classes and special groups in a beginning effort to integrate library program with classroom program, and the mid-century model as offering "maximum resource service to every individual in the school."¹

¹Bernice M. Wiese, "The Principal Evaluates the School Library," National Association of Secondary School Principals Bulletin, XLIII, No. 250 (November, 1959), 68.

The change has not been universal, however. There are, as Wiese observed, current examples of every level of service. What has caused some libraries to change while others remained static? Why have some made rapid advances and others moved slowly into new programs? What has influenced the direction of change and specific aspects of a program to change?

Answers are complex. One group of elements affecting library change is physical. The building, the materials housed in it, and the furniture and equipment needed to operate are essential elements to a library program. The money necessary to provide the physical elements is itself a factor in whether a library will change, how it may change, and how much change will occur. One can not have a library without books or some other type of materials. Library quarters of some kind must exist also, and limitations in the amount of materials, space, and equipment will be negative influences on the growth of a library program.

Another group of elements, the human ones, are even more important as influences on library change. One thinks first of the librarian, and any other library staff members when they exist. Certainly those who direct the library program and interpret it to others affect vitally the direction and scope of any changes made. The professional strengths and weaknesses of the librarian will be translated into the program. The school administrator and

board of education also influence the operation of the library by their opinions and actions. Policies made by this team will give impetus to or restrict library change.

The faculty members of the school have the dual role of library user and facilitator of student use and are human elements affecting the library program. When teachers use materials well in teaching or motivate students to seek library materials, a very different program develops than when teachers bypass the school library and its resources.

Students provide another human dimension. The amount of materials charged out to them has been offered as evidence of satisfactory library service. Though circulation statistics give a relatively unreliable picture of student use of the library, the actual use and need for materials are important indications of the scope and direction of a library program.

The total community which provides the setting for the school has an influence on the library as it does on any other aspect of school life. The attitude of parents and other adults toward the library program is reflected not only in the students' attitude, but also in the support given by the board of education as spokesmen for the community.

Another of the human elements is pressure from outside the school. The press, governmental agencies, civic

groups, professional organizations, etc. seek to influence the library program. Though these influences may be negative at times, they may also be directed toward developing better school libraries. An example of positive influence on libraries from outside the school and community is Title II of the Elementary and Secondary Education Act, 1965, one of several federal programs which have provided financial support to school libraries. Standards set by state education departments, accrediting agencies, and the professional organization, American Association of School Librarians, provide other examples of outside pressure to improve school libraries.

Standards are of two kinds: quantitative and qualitative. The former seeks to establish a set of numerical goals for libraries such as optimum number of books, of staff members, of tables, chairs, and shelves, etc. The minimum number of a stated item which must be available before a school can be accredited is also a quantitative standard. Relatively easy to measure by counting, quantitative standards have been used in many surveys and studies of school libraries, as well as in accrediting a school.

The second type of standard is qualitative. Like the quantitative, it is also concerned with books and other materials, with staff, and with quarters, but here the interest is in how well these elements function instead of how many there are of each category. Standards for School

Library Programs¹ includes the quantitative but emphasizes qualitative aspects of the library program. In considering human elements it specifies the role of many groups of school personnel in the planning and implementing of library programs. It also characterizes a library as a function, not a place: a program of "instruction, service, and activity throughout the school."² Virginia McJenkin, speaking as president of the American Association of School Librarians, said:

As the library has changed from a collection of books into a teaching-learning materials center, its program of service is becoming a joint responsibility of its users. This program must be teacher-pupil centered, but both teachers and pupils must be part of a team that strives to give and receive meaningful contributions.³

Clearly, this statement emphasizes shared responsibility and qualitative aspects of a library program. Yet, librarians, administrators, school boards, and governmental agencies continue to focus on the need for meeting quantitative standards in terms of numbers of books and other materials, funds to be expended, number of library personnel, space, and equipment.

To evaluate function is much more complex than

¹American Association of School Librarians, Standards for School Library Programs (Chicago: American Library Association, 1960).

²Ibid., p. 15.

³Virginia McJenkin, "Teacher-Pupil Practices Which Tend to Improve Library Use," Southeastern Librarian, XIV, No. 1 (Spring, 1964), 24.

counting. It can also be more important. Chisholm¹ saw the library as a potential force for changing a school's curriculum, but he called for careful evaluation of existing library programs on a more complex level than the counting of volumes.

The model in Figure 1 is a conceptualization of the essential elements of a fully-functioning school library which should concern the evaluator of a library. Concentric circles have been used to illustrate the relationship of these elements to each other and to emphasize the importance of evaluating each element within the framework of the total program rather than as a separate entity. While library materials are often used synonymously with library resources, in the model librarians and quarters, as well as materials, are seen as resources. Library services and activities are the means by which the resources are made available to users. Resources, services, and activities all fall within the largest circle representing the purposes of the specific library.

Facilitators of the school library include the school administrator who has responsibility for implementing the total school program, the librarian who purchases and makes available the materials and who directs the library program, and the teacher who makes lesson

¹Robert L. Chisholm, "How to Evaluate a Good Library and Program," American School Board Journal, CLI (November, 1965), 24-25+.

SCHOOL

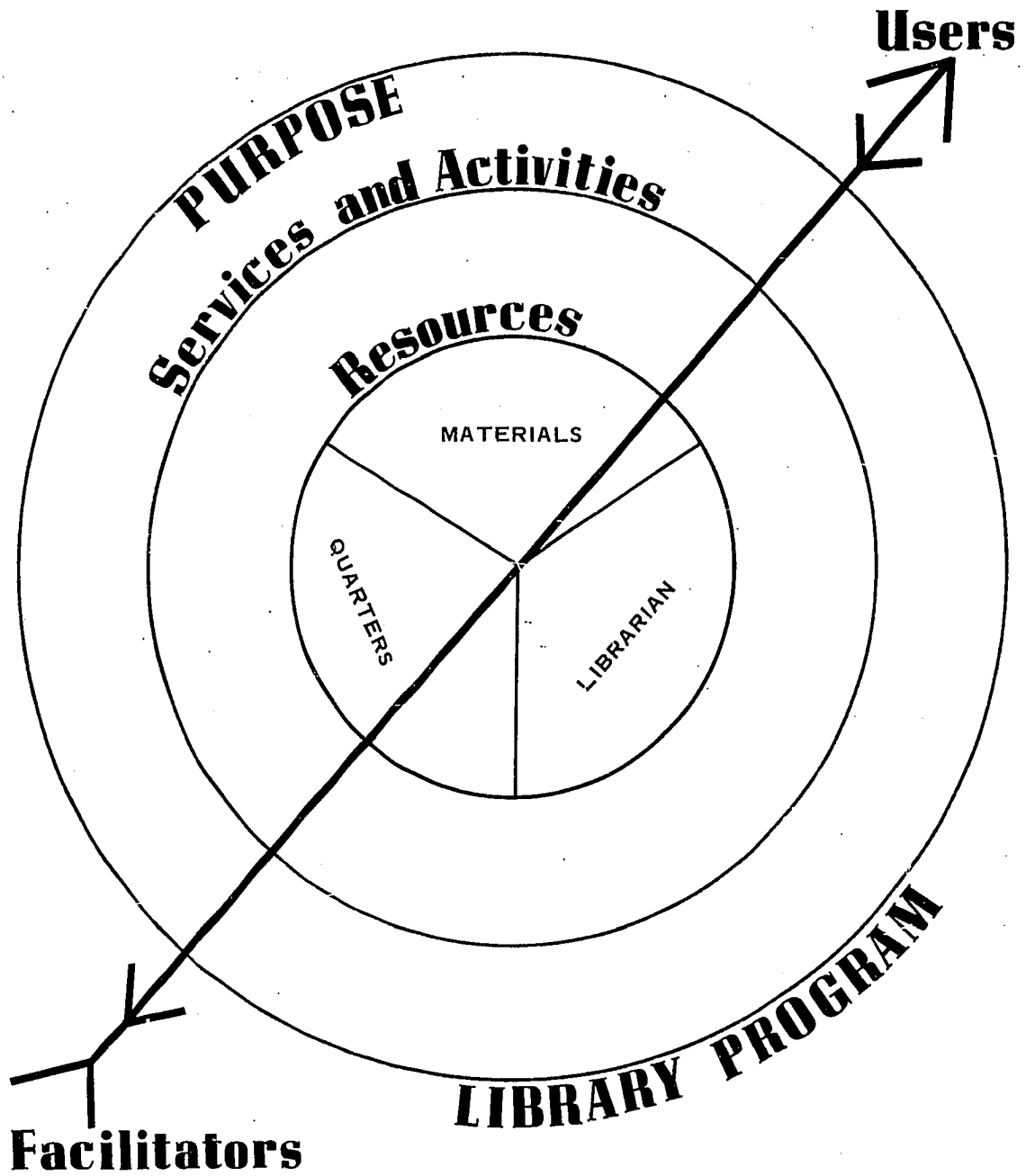


FIGURE 1
MODEL OF THE SCHOOL LIBRARY PROGRAM

plans which include library activities and materials and who encourages student use of the library. These persons shape the library program and work through it to reach the users. Through the efforts of facilitators, the students and teachers as users receive the benefits of the library's resources.

As librarians serve the dual role of resources and facilitators, teachers are both facilitators and users. In addition to encouraging student use, teachers use the library for professional growth and for the preparation of lesson plans.

In the model, the arrow from facilitators to users represents input. But the feedback from users to facilitators is also important to the library's operation as a system. For example, the student in using library resources to fulfill a classroom assignment may find and take back to the teacher other information or other questions which could lead to further class investigation. On the other hand, the student may find that the library's materials are inadequate to answer his needs. By communicating this to teacher or librarian, the student may influence future purchase of library materials.

The school library is a sub-system of the school which it serves. Silvern defined system as "the structure or organization of an orderly whole, clearly showing the interrelationship of the parts to each other and to the

whole itself."¹ A sub-system is one part of a larger organization which itself has interrelated parts. As parts of the sub-system each of these actors--administrators, teachers, students--must be seen as interrelated with materials, space, equipment, funds, and library staff, as well as with each other. Each actor contributes to the library program, not as any standards recommend, but as he perceives the library. Therefore, while optimal quantities of materials, space, equipment, funds, and staff are desirable, they do not ensure a successful library program; nor does the increase or addition of these physical elements ensure change.

In summary, factors affecting change in the school library include physical and human elements within the school or school system. Other factors outside the school have influence on library development also. One of the most positive among these is the set of qualitative standards established by the professional organization, American Association of School Librarians, in its Standards for School Library Programs. The present study made use of these standards to evaluate several school library programs and the changes made in them.

¹Leonard C. Silvern, "Reply to Questions about Systems," Audiovisual Instruction, X (May, 1965), 367.

Statement of Problem

The purpose of the study was to describe and evaluate, according to qualitative standards, the functioning of fifteen selected school libraries in Oklahoma before and after an NDEA Institute¹ attended by librarians and school administrators from the selected schools. The study sought to determine the direction, degree, and relative importance of any observable changes in the functioning of the school library and in the perceptions of the library by school personnel.

Specifically, the problem involved:

1. A description of each school library based on observations and interviews made by the writer before and after the NDEA Institute.
2. The rating of each school library before and after the institute by the librarian, the school administrator, and the observer.
3. The determination of direction, degree, and relative importance of changes perceived by the librarian, administrator, and observer.
4. A discussion of the relationship of the institute program to changes in the school library.
5. A comparison of the perceptions of the school library's role by librarians and administrators.

¹National Defense Education Act of 1958, as amended in 1963, provided for Institutes for Advanced Study in several fields including school librarianship under Title XI.

Definition of Terms

School Library. It is both a laboratory for individual and group research or study and a center for acquiring, organizing, and guiding the use of all kinds of instructional materials. This functional unit is sometimes called an Instructional Materials Center, a Learning Resources Center, a Media Center, and a variety of similar names. The name is relatively unimportant. The concept of service, activity, and instruction which should be felt throughout the school is of great importance.

School Librarian. He is a professionally-educated person whose preparation includes both teaching and library science and whose duties include the selection and organization of instructional materials, the administration of the library program, and the guidance of pupils and teachers in the use of the library resources.

School Administrator. He is responsible for the management or direction of a school or school system. A superintendent, principal, or one of their administrative assistants could be called a school administrator and, as such, could have attended the institute discussed here.

Role. It is "a function performed by someone or something in a particular situation, process, or operation."¹

¹Webster's Third New International Dictionary of the English Language Unabridged (Springfield, Mass.: G & C Merriam Co., 1966), p. 1968.

Functioning. The operation of a personal, mechanical, or institutional system or the act of operating such a system is called functioning.

Perception. Observation which interprets present sensory impressions according to expectations based on past experiences is perception. Blake¹ has given a similar definition, and Hilgard² has emphasized that perception and learning are closely related with a learned factor present in perception.

Basic Assumptions of the Study

The study was based on certain assumptions:

1. The school library functions according to its perceived role and changes functionally as its role is perceived to change. Since librarians and administrators are essential elements in the school library system, the library's effectiveness is limited by their perceptions of it.
2. An NDEA School Library Institute as planned and conducted should produce changes in the functioning of a school library by changing the perceptions of the participating librarian and administrator as to the role of the school library.
3. Qualitative standards, while subjective, are more important than quantitative standards in evaluating a school library.

¹Robert R. Blake and Glenn V. Ramsey, Perception; an Approach to Personality (New York: Ronald Press, 1951), pp. 3-22.

²Ernest R. Hilgard, "The Role of Learning in Perception," Perception; an Approach to Personality, ed. Robert R. Blake and Glenn V. Ramsey (New York: Ronald Press, 1951), pp. 95-120.

Support for the first assumption can be found in articles and research studies cited in chapter two. A statement from MacLeod is cogent to the assumption. He observed that though social structures as we perceive them are not "real," it is these perceptions rather than the hypothetically "real" structures, which regulate our social behavior.¹ An inventory analysis of a social structure as it is perceived supplemented by free interview and "casual, uncontrolled observation" is recommended.²

The second assumption is supported by the writer's observation and letters received from participants in an earlier school library institute. Since the institute discussed included administrators as participants for one week during which each librarian-administrator team made plans for library development within their school, it should have had even greater potential as a change agent than the previous institute. The assumption is also supported by a study of the effects of a counseling institute on participants.³

¹Robert B. MacLeod, "The Phenomenological Approach to Social Psychology," Person Perception and Interpersonal Behavior, ed. Renato Tagiuri and Luigi Petrullo (Stanford, Calif.: Stanford University Press, 1958), p. 49.

²Ibid., pp. 49-51.

³Allen P. Webb and John T. Harris, "A Semantic Differential Study of Counselors in an NDEA Institute," Personnel and Guidance Journal, XLII (November, 1963), 260-263.

Statements by Chisholm,¹ Darling,² and others support the third assumption concerning the value of qualitative standards.

Procedure Followed

Two instruments based on qualitative criteria from Standards were designed. The investigator used one, a questionnaire, to evaluate each library during a pre-institute visit made in the spring of 1966, and again during a post-institute visit made in February and March, 1967. Librarians and administrators used the second instrument, a checklist, to rate their libraries as perceived before and after the institute. Details concerning the instruments and the visitations are found in chapter three.

Data were analyzed descriptively by item and by school, taking into consideration upward and downward changes in rating, net amount of improvement perceived, and program elements already functioning well before the institute. Chapters four and five contain the analysis of data.

¹Chisholm, "How to Evaluate a Good Library," pp. 24-25.

²U.S., Department of Health, Education, and Welfare, Office of Education, Survey of School Library Standards, by Richard L. Darling, OE-15048, No. 740 (Washington, D. C.: Government Printing Office, 1964).

Limitations of the Study

Observations and evaluations made before and after the institute were made by the writer as sole outside observer and not confirmed by others. The same questionnaire was used during all visitations, however. It was based on a series of qualitative statements from American Association of School Librarians Standards¹ for each of which a series of sub-statements had been made to assist the observer to rate consistantly partial fulfillment of an item in every library evaluated. Furthermore, experience as a school librarian and supervisor of libraries would qualify the writer for the role of evaluator according to Spain² who advocated use of qualitative standards by persons familiar with the library's aims and objectives. Interviews with teachers, principals, librarians, and students were used to supplement observations.

The time span of the study was relatively short, and there were only two visitations made to each school. The study would have been improved by additional visitations before or after those made. The former was not possible because dates for selection of institute participants were

¹Standards for School Library Programs, hereafter referred to as Standards.

²Frances L. Spain, "Application of School-Library Standards," The Library in General Education. Forty-second yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1943), pp. 269-292.

determined by the U.S. Office of Education, and these dates fell within the semester before the scheduled institute. Additional followup visits were not feasible.

CHAPTER II

REVIEW OF RELATED LITERATURE

Recent curricular studies which were not library-oriented have seen vital educational implications for the school library.^{1,2,3} One of these had an especially cogent statement concerning the potential of the school library and the difficulties in achieving this:

In general, the school library, where it exists, is not adequately built into the educational program. Students go to it for recreational reading, for the preparation of reports, and for specific information. But the concept of the library as part of an instructional system, responding to teacher and student needs and even creating needs within that system, is perceived by relatively few librarians and only dimly by most teachers and administrators. The conceptualization and development of that system--with its input, output, and feedback mechanism--and the proper role of the library, librarian, principal, teacher,

¹Mary C. Austin and Coleman Morrison, The First R: The Harvard Report on Reading in Elementary Schools (New York: Macmillan, 1963), pp. 60-69.

²Pittsburg, University, Project Talent Office, A Survey and Follow-up Study of Educational Plans and Decisions in Relation to Aptitude Patterns: Studies of the American High School (Pittsburg: University of Pittsburg, 1962).

³National Education Association of the United States, Project on Instruction, Planning and Organizing for Teaching (Washington, D.C.: NEA, 1963).

and student lie largely ahead as exciting, promising stimulants to imagination and human engineering.¹

Many educators who are not themselves librarians have called attention to the importance of a fully-functioning school library in the educational program. Dale urged the development of a wide variety of library resources which could provide experiences in all areas of communication--speaking and listening, reading and writing, visualizing and observing--if we are to educate for flexibility.² Trump saw the library as essential to the independent study aspects of the curricular pattern he recommended.^{3,4} Frazier held that open-ended learning which encourages individual investigation could best be provided through a good library program.⁵

Shadick and Lutton deplored reference to the school library as "addition" or "enrichment," believing that it should properly be an essential in the instructional

¹Ibid., p. 155.

²Edgar Dale, "Educating for Flexibility," ALA Bulletin, LVII, No. 2 (February, 1963), 131-134.

³U.S., Department of Health, Education, and Welfare, Office of Education, The School Library as a Materials Center, ed. Mary Helen Mahar, OE-15042, No. 708 (Washington, D. C.: Government Printing Office, 1963), pp. 1-6.

⁴J. Lloyd Trump, "Images of the Future for School Libraries," ALA Bulletin, LV, No. 2 (February, 1961), 129-131.

⁵Alexander Frazier, "Open Learning and the School Librarian," ALA Bulletin, LIV, No. 2 (February, 1960), 115-118.

program of the school.¹ Holmes shared this broad concept of the school library's role, viewing the curriculum as "a summation of the life that goes on in the school."² Brown noted that a lack of adequate funds, a method lag, and a reluctance on the part of librarians to explore new implications in their role were deterrents to the development of effective library programs.³ Marland saw an expanded role for the librarian who could be "the major resource in fulfilling the potential of the gifted students in our schools since they possess the key to all man's knowledge."⁴

Writers from the library field have agreed on both the importance of the library in the curriculum and the need to expand present programs and role concepts. Mahar noted promising practices in both elementary and secondary school libraries but felt concern that even good libraries do not fully utilize their materials and resources in basic

¹Robert G. Shadick and Carolyn W. Lutton, "The Library--Not a Frill," Childhood Education, XL (December, 1963), 203-205.

²Doris E. Holmes, "Standards are Goals," ALA Bulletin, LIV, No. 2 (February, 1960), 119-123.

³Charles E. Brown, "This Task is Ours: a Superintendent's Philosophy About School Libraries," School Library Journal, X, No. 3 (November, 1963), 28.

⁴Sidney P. Marland, Jr., "The School Librarian as a Resource for the Gifted Student," National Association of Secondary School Principals Bulletin, XLIII, No. 250 (November, 1959), 163-169.

instructional programs.^{1,2} Gaver summarized research on elementary school libraries³ and on the library's function in the teaching of reading.⁴ Cleary identified the role of the library in recent curricular trends,⁵ while McGuire urged school librarians to revise their image.⁶

Research on school libraries has been somewhat limited. Early normative studies surveyed and evaluated school libraries in various parts of the country.⁷ Instruments used were state and regional standards, American

¹Mary Helen Mahar, "National Trends in Elementary School Library Service," Southeastern Librarian, XIV, No. 1 (Spring, 1964), 18-21.

²Mary Helen Mahar, "Promising Practices in Secondary School Libraries," National Association of Secondary School Principals Bulletin, XLIII, No. 250 (November, 1959), 13-19.

³Mary Virginia Gaver, "Research on Elementary School Libraries," ALA Bulletin, LVI, No. 2 (February, 1962), 117-126.

⁴Mary Virginia Gaver, "What Research Says About the Teaching of Reading and the Library," Reading Teacher, XVII (December, 1963), 184-191.

⁵Florence D. Cleary, "The School Library and the Changing Curriculum," Educational Leadership, XX, No. 3 (December, 1963), 176-181.

⁶Alice Brooks McGuire, "The School Librarian: a New Image," Educational Leadership, XXI, No. 4 (January, 1964), 227-230.

⁷U.S., Department of Health, Education, and Welfare, Office of Education, Library Services Branch, Library Science Dissertations: 1925-60; an Annotated Bibliography of Doctoral Studies, OE-15044, No. 38 (Washington, D. C.: Government Printing Office, 1963).

Library Association standards,¹ criteria revealed in the literature, and opinions of experts. All of these studies showed current practice to be less effective than they might have been and the libraries measured to be below quantitative standards.

Much the same pattern of research has been followed since 1950 though a few more complex designs have been used in recent years. Studies using the survey technique since that time include: an evaluation of secondary school libraries in Philadelphia with recommendations based on standards of the American Library Association and the Pennsylvania Department of Public Instruction,² a study of junior high school library practices in Pennsylvania summarized and evaluated by Cyphert who sought recognition for this level as a specialty in librarianship and education,³ and an evaluation of library facilities for newly-constructed secondary schools rated according to American

¹American Library Association Committee on Post-War Planning, School Libraries for Today and Tomorrow (Chicago: American Library Association, 1945).

²Lillian L. Batchelor, "The Improvement of the School Library Program in Philadelphia Secondary Schools" (unpublished Ed. D. dissertation, Columbia University, Teachers College, 1953).

³Frederick R. Cyphert, "Current Practice in the Use of the Library in Selected Junior High Schools in Pennsylvania" (unpublished Ed. D. dissertation, University of Pittsburg, 1957).

Library Association standards.¹

Lane studied school libraries in Oregon as to patterns of organization, professional and non-professional personnel, print and non-print holdings, facilities and equipment, and services offered. She found that most Oregon schools needed to improve school library programs in line with Standards.² Jones hypothesized that library service to students in selected communities were poorer for those living in low socioeconomic areas than for those living in other areas. This was found to be true in one of the urban communities selected and was partially substantiated in other communities studied.³

Elementary school libraries studied by an evaluative survey include: Monagan's examination of elementary libraries in St. Louis, Missouri, finding that book stock, selection practices, and expenditures were below standard,⁴

¹Homer Wayne Herald, "Planning Library Facilities for the Secondary School" (unpublished Ed. D. dissertation, Stanford University, 1957).

²Margaret Elizabeth Bergman Lane, "A Study of School Library Resources in Oregon as Compared to State and National Standards" (unpublished Ph.D. dissertation, University of Washington, 1966).

³Milbrey Lunceford Jones, "Socio-economic Factors and Library Service to Students" (unpublished Ph.D. dissertation, Rutgers--The State University, 1964).

⁴Rogers Thomas Monagan, "A Study of the Administration of Libraries in the Public Elementary Schools of St. Louis" (unpublished Ed.D. dissertation, University of Missouri, 1950).

a survey and comparison of elementary library service in San Diego, California, under the supervision of the county superintendent of schools and under that of the county library, with a recommendation of the former pattern;¹ Leonard's survey of recommendations on library administration by school superintendents compared with both American Library Association standards and actual practice in elementary schools in Iowa, with practices falling short of both measures;² and an evaluation of elementary school libraries in Nebraska showing improvement to be needed.³ School libraries in fifty-four selected schools in eleven Southern states were studied to determine the feasibility of recommended regional standards to be attained by 1967. Standards were found to be realistic with several school systems already meeting them at the time of the survey.⁴

¹Gladys A. Coryell, "Emerging Patterns of Elementary School Library Service in California" (unpublished Ed.D. dissertation, University of California at Los Angeles, 1953).

²Lloyd Leo Leonard, "Practices Followed in Administering Elementary School Libraries in Certain Cities in the State of Iowa and the Opinions of the School Superintendents in These Cities Concerning Those and Other Such Practices" (unpublished Ed. D. dissertation, Colorado State College of Education, 1955).

³Andrew William Autio, Jr., "A Study of Library Practices and Facilities Provided in Selected Elementary Schools of Nebraska" (unpublished Ed. D. dissertation, University of Nebraska Teachers College, 1958).

⁴Sara Krentzman Srygley, "Case Study of Library Services in Selected Elementary Schools in the Southern States," Southeastern Librarian, XIV, No. 1 (Spring, 1964), 10-13.

In addition to the evaluative tools used and listed earlier, researchers have used Henne's A Planning Guide for the High School Library Program,¹ the Evaluative Criteria,² and Standards.

Other studies have described outstanding library programs. Superior programs in Nebraska were described and analyzed, with recommendations made which included consideration of the library as a part of the instructional program and teaching load rather than as an extra activity.³ Lowrie studied outstanding elementary school libraries in ten school systems and analyzed practices in the areas of curriculum enrichment and reading guidance.⁴ Alice Lohrer visited school libraries operating as instructional materials centers and described superior programs of this type, making recommendations for training of

¹Frances Henne, Ruth Ersted, and Alice Lohrer, A Planning Guide for the High School Library Program (Chicago: American Library Association, 1951).

²National Study of Secondary School Evaluation, Evaluative Criteria; Section F. "Instructional Materials Services: Library and Audio-Visual" (Washington, D. C.: National Study of Secondary School Evaluation, 1960). Also Section R of Evaluative Criteria for Junior High Schools, 1963.

³Floyd Raymond Meyer, "Library Facilities and Services in Nebraska Secondary Schools Accredited by the North Central Association" (unpublished Ed.D. dissertation, University of Nebraska, Teachers College, 1957).

⁴Jean E. Lowrie, Elementary School Libraries (New York: Scarecrow Press, 1961). (Abridged from Ph. D. dissertation, Western Reserve University, 1959).

library personnel.¹ Donnelly made a similar study of instructional materials centers in selected high schools.²

A third type of research has attempted to gain insight into the role of various school personnel--administrator, teacher, librarian--as they relate to the library program. Kaye studied the role of the elementary principal in relation to library service, identifying contributions in providing financial support, public relations, and needed facilities; facilitating and promoting use of the library; promoting professional practices; and improving school-public library relations.³ Ducat examined library service in selected parochial secondary schools and found that administrative leadership in promoting use of the library in teaching was lacking, with the result that libraries were playing a less than vital role in the total school program.⁴

el-Hagrasy found teachers' reading backgrounds and

¹U.S., Department of Health, Education, and Welfare, School Library as a Materials Center, pp. 12-18.

²Edward Joseph Donnelly, "The Organization and Administration of Instructional Materials Centers in Selected High Schools" (unpublished Ed. D. dissertation, University of Nebraska, Teachers College, 1965).

³Bernard William Kaye, "The Role of the Principal in Relation to Library Service in the Public Elementary Schools" (unpublished Ed. D. dissertation, Columbia University, Teachers College, 1954).

⁴Sister Mary Peter Claver Ducat, "Student and Faculty Use of the Library in Three Secondary Schools" (unpublished D.L.S. dissertation, Columbia University, 1960).

personal use of libraries to be directly related to elementary pupils' reading and use of the library, indicating the important role of the teacher in library service.¹

Secondary teachers and the use they made of school library resources was the subject of a research study by National Education Association. It revealed that amount of use was related to subjects taught and that teachers of English, social studies, and science constituted the major library users. Most teachers in this study felt poorly prepared to teach use of the library though they saw the skill as one needed by pupils.²

The role of the librarian in curriculum improvement has been studied by two writers who found more potential than actual contribution made.^{3,4} The librarian's role in the guidance program was studied by Warner who noted

¹Saad M. el-Hagrasy, "The Teacher's Role in Library Service; An Investigation and its Devices," Journal of Experimental Education, XXX (June, 1962), 347-354. (Summary of Ph.D. dissertation, Rutgers--The State University, 1961).

²National Education Association of the United States, Research Division, The Secondary School Teacher and Library Service, Research Monograph 1958-M1 (Washington, D. C.: NEA, 1958).

³Boyer Warren Voisard, "Librarian Participation in High School Programs of Curriculum Improvement" (unpublished Ed. D. dissertation, University of Southern California, 1955).

⁴Susan Seabury Smith, "The Role of the School Librarian in Curriculum Improvement" (unpublished Ed. D. Dissertation, Columbia University, Teachers College, 1956).

training needs for librarians in this area.¹ Vance has studied the professional status of school librarians in Michigan, showing significant advances made during the past thirty years. Improvements still needed were identified, including closer working relationships with administrators, teachers, and other colleagues.² Olson compared perceptions of the school librarian's role by teachers, principals, and librarians in 107 secondary schools in the Minneapolis-Saint Paul area. He found significant differences in the perception of a school librarian's status, professional preparation, functions, and the stress which should be placed on those functions among the three groups of participants, but these differences had little relationship to extent of respondent's academic preparation, teaching experience, or any other of the variables investigated within groups.³

Studies which have sought to isolate educationally-valuable characteristics of library programs and to measure

¹John Ellsworth Warner, "The Role of the Librarian as a Co-Worker in Guidance from the Viewpoint of the Guidance Worker" (unpublished Ed.D. dissertation, Columbia University, 1963).

²Kenneth E. Vance, "The Professional Status of School Librarians in Michigan Public Secondary Schools Enrolling 500 or More Students" (unpublished Ed. D. dissertation, University of Michigan, 1962).

³Lowell Ellis Olson, "Teachers', Principals', and Librarians' Perceptions of the School Librarian's Role" (unpublished Ph. D. dissertation, University of Minnesota, 1966).

the effectiveness of library programs in terms of educational gain by the student and contribution made to the school program seem especially useful. Jones studied selection and use of books as an aid to accomplishing objectives of elementary education. She emphasized need to consider each library function as it contributes to the overall program of the school.¹ Hastings and Tanner found that high school English classes using the library extensively during one semester showed greater improvement in language skills than did comparable classes having regular instruction in grammar and spelling, thus illustrating the value of the library as a basic resource for teaching-learning.² Barrilleaux made a similar experimental investigation in the area of junior high school science. Use of multiple library sources and no basic textbook effected better science attitude and achievement as well as better utilization of the library than use of a basic text plus access to library sources.³

¹Ruth Merrell Jones, "Selection and Use of Books in the Elementary School Library" (unpublished Ed. D. dissertation, Stanford University, 1953).

²Dorothy M. H. Hastings and Daniel Tanner, "The Influence of Library Work in Improving English Language Skills at the High School Level," Journal of Experimental Education, XXXXI, No. 4 (Summer, 1963), 401-405.

³Louis E. Barrilleaux, "An Experimental Investigation of the Effects of Multiple Library Sources as Compared to the Use of a Basic Textbook on Student Achievement and Learning Activity in Junior High School Science" (unpublished Ph. D. dissertation, University of Iowa, 1965).

Gaver's study of the effectiveness of elementary school libraries developed and utilized instruments to measure the collection, accessibility, library-related activities, degree of mastery of library skills, amount and quality of pupils' reading, and pupil purposes and interests in reading. Centralized library service was found to be superior to classroom collections. Recommendations for further research listed administrator-teacher relationships with the library program as being of major importance.¹ Willson used three of Gaver's instruments, two in modified form, to evaluate the contributions of twelve Detroit elementary schools. The six schools with libraries had more materials which were more accessible than those schools without libraries. The schools with libraries also showed significantly better student achievement between grades four and six as indicated by the Iowa Test of Basic Skills.² Sheriff investigated elementary school libraries in Pennsylvania and found a positive correlation between superior school libraries and the per pupil allocation for library materials. Schools with a librarian and central library collection had significantly

¹Mary Virginia Gaver, Effectiveness of Centralized Library Service in Elementary Schools, 2nd ed. (New Brunswick, N. J.: Rutgers University Press, 1963).

²Ella Jean Willson, "Evaluating Urban Centralized Elementary School Libraries" (unpublished Ed. D. dissertation, Wayne State University, 1965).

better quality of library book selection.¹

A study by Tolman explored some aspects of the elementary school library program believed to be desirable by selected teachers and principals from the New England area. Replies from principals emphasized importance of a central library, financed by board of education and directed by an able "librarian enrichment teacher" or "instructional coordinator."² McMillan analyzed library programs in selected Ohio elementary schools and found those with good school libraries had students who performed significantly better in the areas of reading comprehension and knowledge and use of reference materials than students in schools with minimal or no school library service. No significant difference in the area of vocabulary was found between students in schools with and without libraries.³ Gengler studied problem solving skills of 188 randomly-selected sixth graders from twenty-three Oregon elementary schools. He found students who had instruction from both librarian

¹Ralph William Sheriff, "A Study of the Level of Quality Used in Selecting Library Books in Elementary Schools in Pennsylvania" (unpublished Ed. D. dissertation, Pennsylvania State University, 1965).

²Lorraine Enid Tolman, "Initiation of Elementary School Library Service" (unpublished Ed. D. dissertation, Boston University, 1957).

³Ralph Donnelly McMillan, "An Analysis of Library Programs and a Determination of the Educational Justification of These Programs in Selected Elementary Schools in Ohio" (unpublished Ed. D. dissertation, Western Reserve University, 1965).

and teacher showed significantly higher achievement in problem solving than students who were instructed only by a teacher.¹

Tyler pointed to the lack of definite perception of the role of the school librarian and of the proper function of the school library. His personal observations of schools and school libraries over a period of thirty years led him to conclude that in few schools do all personnel concerned with the school library--board of education, administrators, teachers, librarians, and students--have a clear and consistent perception of the role of the library and the librarian. This lack of clarification he saw as "a major factor in the isolation and subordination of school librarians."² It also limits the library's ability to function. Olson's recent study supported Tyler's observation.³

Though the American Association of School Librarians developed a basic philosophy and a concept of the role of the school library which was research based,⁴ this has not

¹Charles Richard Gengler, "A Study of Selected Problem Solving Skills Comparing Teacher Instructed Students with Librarian-Teacher Instructed Students" (unpublished Ed. D. dissertation, University of Oregon, 1965).

²Ralph W. Tyler, "The School Librarian's Boss," in The Climate of Book Selection: Social Influences on School and Public Libraries; Papers Presented at a Symposium Held at the University of California, July 10-12, 1958, ed. J. Periam Danton (Berkeley: University of California, School of Librarianship, 1959), pp. 35-40.

³Olson, "Perceptions of the School Librarian's Role."

⁴American Association of School Librarians, Standards.

yet been universally adopted. One reason is that school administrators have had little within their professional training which would give them a broad concept of the potential function of the school library.^{1,2} A study by Copeland and Shaw on the coverage of school libraries in textbooks used by administrators³ and another by Mack on the portrayal of libraries and librarians in selected educational journals support this statement.⁴ Yet Kaye emphasized the importance of the principal in building an effective library program.⁵ Taba⁶ and Brickell saw administrative leadership and support as vital to any curricular innovation.⁷

¹Tyler, "School Librarian's Boss," pp. 35-40.

²Cyphert, "Use of the Library in Selected Junior High Schools."

³E. A. Copeland and L. J. Shaw, "Library as Presented in Selected Textbooks of Secondary School Administration and Supervision," National Association of Secondary School Principals Bulletin, XLI (March, 1957), 81-92.

⁴Edna Ballard Mack, "The School Library's Contribution to the Total Educational Program of the School: A Content Analysis of Selected Periodicals in the Field of Education" (unpublished Ph. D. dissertation, University of Michigan, 1957).

⁵Kaye, "Role of the Principal in Relation to Library Service."

⁶Hilda Taba, Curriculum Development (New York: Harcourt, Brace, 1962).

⁷Henry M. Brickell, "State Organization for Educational Change; a Case Study and a Proposal," in Innovation in Education, ed. Matthew B. Miles (New York: Bureau of Publications, Teachers College, Columbia University, 1964), p. 503.

Teacher education seldom provides an understanding of the library as a major resource for teaching and learning either. Prospective teachers are often lacking in ability to use the library skillfully for themselves or to give adequate instruction in the use of the library to their students.^{1,2} Yet students have been found to perceive and use the library as their teachers perceive and use it,³ and as librarians were willing and able to guide and motivate their use of library resources.⁴ Swartout recently examined the school library within the framework of educational theory, making the following recommendations: (1) staff planning for utilization of library resources has potential for in-service growth; (2) evaluation of a school library should include its program as well as its collection; (3) pre-service education of all school personnel should develop the concept of the school

¹Ralph Perkins, The Prospective Teacher's Knowledge of Library Fundamentals; a Study of the Response Made by 4170 College Seniors to Tests Designed to Measure Familiarity with Libraries (New York: Scarecrow Press, 1965).

²NEA, Research Division, Secondary Teacher and Library Service.

³el-Hagrasy, "Teacher's Role in Library Service," pp. 347-354.

⁴Martha Dell Bishop, "Identification of Valuable Learning Experiences in Centralized Elementary School Libraries" (unpublished Ed. D. dissertation, George Peabody College for Teachers, 1963).

library as a part of the educational system.¹

Even librarians lack a common understanding and background of training in all aspects of their role, especially those relating to use of the newer media and in the area of public relations. Sisson found that junior high school librarians were more concerned with their status within the faculty and with physical facilities than they were with cooperation with other libraries and extension of services.² Hall's study identified two factors which tend to block development and acceptance of the materials center concept. One was the failure of school librarians to accept the concept of unification of book and non-book service, and the other was the lack of preparation of student teachers for the use of many materials.³ Vance listed both better cooperation and public relations with school and public library personnel, and more knowledge of newer media and production of materials as needed competencies of school librarians.⁴

¹Charlene R. Swartout, The School Library as Part of the Instructional System (Metuchen, N. J.: Scarecrow Press, Inc., 1967). (Abridged from an Ed. D. dissertation, Wayne State University, 1966.)

²Silvanus Hull Sisson, "Planning the Junior High School Library Program" (unpublished Ed. D. dissertation, University of Nebraska, Teachers College, 1961).

³Sedley D. Hall, "The Instructional Materials Center," Elementary School Journal, LXIV, No. 4 (January, 1964), 210-213.

⁴Vance, "Professional Status of School Librarians."

The present study which investigated the relationship of librarians' and administrators' changing perceptions of the role of the school library points to interpersonal relations and shared responsibilities as important factors in providing quality library service. It may have implications for the education of librarians, teachers, administrators, and students as well as for programs of government support. Perhaps more vital than the provision of funds for materials and building needs is a comprehensive educational program which could make the potential contribution of the library, as pointed out in the studies reviewed, a reality.

CHAPTER III

DESIGN AND METHODOLOGY

The Institute

An NDEA Title XI Institute, "The Dynamic School Library," held at Oklahoma State University during the summer of 1966 was instrumental in the development of the study. The eight week program was designed to give participants intensive study in various aspects of a good school library through lecture, discussion, individual and small group study, observation of actual library situations during field trips, and practicum on audiovisual production and equipment.

A special feature of the institute was a week-long program for school administrators held during the seventh week. Each school system from which a librarian participant had been chosen was expected to select an administrator to attend during this week. Librarians, institute instructors, and noted guest lecturers provided the administrators with a survey of the school library in today's educational program, an opportunity to discuss library problems, and a daily planning period for each librarian-administrator team to develop goals for their own library and to write a

step-by-step plan for meeting the goals.

The purpose, stated in the institute proposal and in the brochure inviting applicants, was three-fold. It was designed to give advanced study to school librarians on the principles of developing dynamic library programs, on the handling of practical problems faced by participants, and on learning some of the human and technical skills needed by today's school librarian. Second, it was intended to provide administrators of selected librarians with information concerning the requirements of good school library programs. Third, it was expected to provide an opportunity for each librarian and administrator team to work together to plan the best possible school library program for their own school and community.

Since the basis of selection of the school libraries for this study was institute participation by librarian and administrator, the institute provided the treatment for each of the fifteen libraries in the study.

The Instruments

The Questionnaire

A review of the literature revealed a number of instruments designed to evaluate either secondary school libraries or elementary school libraries but none intended for use with every level. Standards specifies, however, that grade level and age of the children involved should

not cause a limitation in the library program.¹

Though not itself an instrument for evaluation, Standards provides many qualitative criteria concerning school library programs. These criteria were reorganized by the writer under the five headings used in the model, Figure 1: Purpose, Services and Activities, Facilitators, Users, and Resources. Criteria with page references from Standards are included in Appendix A. After a minimum of editing to eliminate duplicate statements, combine similar ones, and rephrase all statements into question form, there were sixty-two items. To each of these was added five sub-statements which provided a graduated scale for rating the library's performance on the item. Sub-statements were intended to provide a relatively objective basis for rating a library, so that all libraries at the same performance level on an item would be rated the same numerically on that item.

The questionnaire was used to evaluate several school libraries to which student teachers supervised by the writer were assigned during the spring semester of 1966. It was found to be satisfactory for this purpose.

The Checklist

The questionnaire was considered to be too long and too highly structured for use by school staff members for

¹American Association of School Librarians, Standards, p. 6.

the purpose of learning how they perceived their school library. Another instrument was needed. A checklist which could be read and checked in a short period of time, thirty minutes or less, was preferred.

Basis for the second instrument was a series of interviews with school librarians, principals, and other school personnel in schools which would not be a part of the major study. The four schools used included elementary, junior high, and senior high levels and were part of the Stillwater and Oklahoma City public school systems.

Though a schedule for the interview was prepared and sent to administrators in the school systems involved, the actual interviews were informal and questions were not necessarily asked in the order of the schedule. The purpose of the interviews was to gather information about the way users and facilitators of a library perceived it. Statements from professional literature and Standards were used to supplement interview responses in formulating items for the checklist.

The checklist, as well as the questionnaire, was divided into five categories: (1) Purpose, (2) Services and Activities, (3) Facilitators, (4) Users, and (5) Resources. This instrument also used a five-point rating scale for each item, but the qualitative terms--None, Poor, Fair, Good, and Excellent--were used in preference to the numerical rating. Both instruments are found in Appendix B.

A test for reliability was made in two sections of a course, Library Science 460, "The Library in the Curriculum," at Oklahoma State University. The checklist was administered twice to students in the classes during March, 1966, with a two week interval to diminish possible learning effects of the instrument. It was found to be reliable at the .01 level using Spearman's Rank Correlation Coefficient.¹ Tables in Appendix C show this correlation.

Participating Schools

All schools in Oklahoma whose librarians and administrators were chosen to participate in the NDEA School Library Institute held at Oklahoma State University were expected to be a part of the study. Seventeen Oklahoma librarians and thirteen from other states were selected by a committee of Oklahoma State University faculty members according to guidelines from the U.S. Office of Education and criteria for selection stated in the Plan of Operation for the institute.

Two of the seventeen Oklahoma libraries were omitted from the study, though the librarians were institute participants. One school was omitted because no administrator attended the institute from that school since the principal was ill. Another school was eliminated because the

¹Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill, 1956), Table P, p. 284.

librarian became elementary library supervisor after the institute instead of returning to the high school where she had served when selected.

The remaining fifteen Oklahoma libraries, all represented by both librarian and administrator in the Oklahoma State University NDEA Institute, form the universe of the study. They vary in size and grade level served. A list of the schools can be found in Appendix A. They are referred to in the study as Schools A, B, C, etc. Letters have been randomly assigned to schools and do not indicate any ranking or rating attempt. The following descriptions of the school libraries were based on pre-institute visits in April and May, 1966.

School A

This elementary school, grades one through six, had a student enrollment of 493 and a staff of seventeen teachers. A librarian served students in grades three through six on a daily platoon schedule with each period lasting thirty minutes. The librarian had complete responsibility for students during their library period. She gave assignments and grades. One day per week pupils spent the period reading books of their own choosing. Lesson plans on other days included Spanish, literature, choral reading, library instruction, and current events newspapers.

Teachers had their own materials budget and access to public library books for classroom loan. They had

access to professional materials through the principal's office and through the board of education office. They did not make use of the school library collection in their teaching, and the assignments made by the librarian were not related to the pupils' other class work.

Pupils did check out library books for reading at home. Their reading records showed 7900 books read during the year. The book collection totaled 1873 volumes, approximately 3.8 volumes per pupil. Library materials budget for 1965-66 was approximately \$1.28 per pupil. This included Spanish textbooks and current events newspapers used during library periods. The library had a record player and a small collection of records. Other audiovisual materials and equipment were separate from the library.

The library occupied a classroom similar in size to other classrooms in the school. There was a storage closet, a card catalog, some shelves for books, a teacher's desk, and some tables and chairs for students.

School A was represented in the institute by the librarian and the elementary school supervisor.

School B

In this elementary school 569 pupils were enrolled in grades one through six and twenty-two teachers were employed. A full-time clerk was assigned to the library and a teacher-librarian spent one-half day in the library

and one-half day teaching language arts in a classroom across the hall. All fifth and sixth grade pupils, except those in the school band, were scheduled into the library every morning while the librarian was on duty. Other students were able to use the library individually or in a group with their teacher during the afternoon.

The book collection was estimated at 5400 volumes, more than nine volumes per pupil. The library also housed approximately 500 filmstrips, sixty records, and a few other materials. Books were classified according to the Dewey Decimal system but were listed only by title in the card catalog. Non-printed materials were not organized for student and teacher access. Budget for 1965-66 was approximately one dollar per pupil.

The library was housed in an average-sized classroom which contained bookshelves, storage cabinets, card catalog, desk, tables and chairs. Housing the relatively-large collection crowded the library quarters though there was seating space for twenty-five pupils.

School B was represented in the institute by the teacher-librarian and the principal.

School C

This was a high school with a pupil enrollment of 465 in grades ten through twelve and a faculty of twenty-four. There was a full-time librarian and a number of student assistants. The library was accessible to teachers

and students throughout the school day. The quarters were attractive and well-equipped. They included a workroom and an office for the librarian.

The book collection was estimated at 3900 volumes, approximately 8.4 volumes per pupil. There were a few recordings but no other non-book materials. The books were cataloged but recordings were not. The budget for 1965-66 was approximately four dollars per pupil.

The librarian provided student orientation to the library, but she had limited contact with teachers. School C was represented in the institute by the librarian and the Director of Curriculum.

School D

This small high school had a total enrollment of sixty-five students in grades nine through twelve. There were seven faculty members including the superintendent, but some served only part-time. The teacher-librarian spent ten hours per week, two per day, in the school library. She had assistance from a student who was paid to work two hours per day.

The book collection totaled 1750 volumes. Though there were approximately twenty-six volumes per pupil, the library was small in scope for a high school. There was no public library to supplement the school collection. Housed in a small room adjoining the teacher-librarian's classroom, the collection lacked many basic books, and the

existing materials were not organized and accessible through a card catalog. Audiovisual materials were available from the county film library. Budget for 1965-66 which included both equipment and materials represented a \$12 per pupil allocation.

School D was represented in the institute by teacher-librarian and superintendent.

School E

In this junior high school serving 805 pupils in grades seven through nine, there were thirty-five faculty members. The librarian spent full time in the library. She had no adult help but had several student assistants.

There were approximately six books per student or 5,000 volumes plus two hundred filmstrips and a few other non-book materials. The budget for library book was approximately \$1.50 per pupil. Additional funds were spent for non-book materials.

The library quarters were attractive and well-equipped, though somewhat crowded. Students and teachers had free access to all materials though only books were cataloged.

School E was represented in the institute by the librarian and the principal.

School F

In this elementary school serving 467 students in grades K through six, there were nineteen faculty members.

The teacher-librarian had a full-time class load but assumed management of the library instead of extra duties before and after school and during lunch period.

The book collection contained approximately 7550 volumes or sixteen books per pupil, but many of these books were old or inappropriate for the level of the school and needed to be discarded. There were also some filmstrips and recordings in the collection of materials, but the latter were not cataloged.

Budget for library books in 1965-66 was approximately \$2.60 per pupil. An additional \$1.50 was allocated for non-printed material.

The library, though unstaffed, was available to teachers and students throughout the school day. There were both reading room and work area included in the library quarters.

School F was represented in the institute by teacher-librarian and principal.

School G

This was a junior high school serving 644 students in grades seven through nine. There were twenty-six faculty members including the principal and a librarian who served full time in that role. She had student assistants but no adult clerk.

The book collection contained 3320 volumes, approximately five per pupil. Materials budget for 1965-66 was

\$2.10 per pupil. An additional amount was spent for supplies and equipment.

Space for the library was small and did not include workroom, conference rooms, or office. The collection was cataloged and easily accessible to the individuals and classes that used the library regularly.

School G was represented in the institute by librarian and assistant principal.

School H

A junior high school with an enrollment of 1037 students in grades seven through nine, School H had a full-time librarian and student assistants. Chief use of the library was by scheduled English classes; however, there was some flexibility in the schedule to allow other groups and individuals to use the resources. Quarters were small and located on the top floor of a three-story building. There was limited provision for work area.

The book collection contained approximately 5325 volumes or five per student. Non-book material and equipment were housed elsewhere and administered by an audio-visual coordinator. The materials budget was approximately two dollars per pupil for 1965-66.

In the Institute School H was represented by the librarian and the assistant principal.

School I

In this a high school serving 389 students in grades ten through twelve, there were twenty-seven faculty members, some of whom were employed part time. The librarian was in the library during the full school day, and she had several student assistants.

The book collection contained approximately 4580 volumes, more than eleven volumes per student, but there were few non-printed materials. Budget for books and periodicals for 1965-66 was approximately \$4.40 per student.

Since space in the library was very limited, a class could not use the resources at one time. Most of the use came from students in the study hall which adjoined the library.

School I was represented in the institute by the librarian and the principal.

School J

This was a high school for 283 students in grades ten through twelve. Eighteen faculty members, including a librarian who was assigned half time in the library and half time as the Spanish teacher, served as staff. There was also a clerk on duty in the library during the time the librarian was in her classroom. At no time, however, were the librarian and clerk in the library together, a fact which limited their opportunity to communicate.

The book collection contained approximately 4170

volumes or more than fourteen volumes per student but less than the 6000 minimum recommended by Standards.¹ There were also some filmstrips and recordings in the library, but these were not cataloged.

Library quarters were a very attractive and well-equipped part of this new school building. Conference rooms and workroom were provided. The library was little-used by classes, however.

School J was represented in the institute by librarian and principal.

School K

When observed this was a junior-senior high school serving 1034 students in grades seven through twelve. There were plans, however, for the seventh and eighth grades to move to another school building in the fall of 1966. In 1965-66 school term, there were forty-four faculty members including principal and full-time librarian. There was no clerical assistance except from student aides.

The book collection contained approximately 6050 volumes, slightly more than five per student, but many volumes needed to be discarded. Audiovisual materials were housed in classrooms and in the principal's office. Books and periodicals budget for 1965-66 was approximately

¹American Association of School Librarians, Standards, p. 25.

\$2.85 per pupil.

The library quarters were limited in space. Neither workroom nor conference room was provided.

School K was represented in the institute by librarian and principal.

School L

In this high school serving 917 students in grades ten through twelve, there were forty-two faculty members including a full-time librarian. The library had some paid student clerical help and several volunteer student assistants. There was no adult staff except the librarian, however.

The book collection contained approximately 7875 volumes or more than eight volumes per student, and the book budget for 1965-66 was approximately \$5.45 per student, but there was no non-printed material in the collection.

The greatest visible limitation to this library program was space. The major portion of the library quarters was used for study hall every period during the day. The reference area of the library, not a part of the study hall, seated only sixteen students and precluded any class use of the library.

School L was represented in the institute by librarian and principal.

School M

This was a junior-senior high school serving 319 students in grades seven through twelve. There were seventeen faculty members including a librarian who spent half time in the library and half time teaching English. Job Corps student employees operated the library during summer months and gave some help to the librarian during the school year.

There were approximately 4020 volumes, more than twelve books per student, but less than the 6000 volumes recommended minimum collection.¹ Filmstrips, recordings, pictures, etc., were also included in the library collection though not in large amounts. Materials budget for 1965-66 was slightly less than \$4.00 per pupil.

The library quarters were new, attractive, and well-equipped. Office, workroom, and audiovisual equipment storage were all provided as a part of the library.

School M was represented in the institute by librarian and principal.

School N

In a high school with an enrollment of 826 students in grades ten through twelve there was a faculty of forty-two including a full-time librarian. There was also a full-time adult clerk in the library as well as some student assistants.

¹Ibid.

The book collection contained 6368 volumes, approximately 7.7 volumes per student. Budget for printed materials for 1965-66 was approximately \$2.10 per student. Non-book materials were being acquired. Already, the library owned almost one hundred filmstrips and more than fifty recordings though these were not yet cataloged.

The library quarters were unattractive and poorly arranged. The library was not available for class groups because it was used by students from study hall every period of the day.

School N was represented by the librarian and superintendent during the institute.

School O

This high school served three hundred fifty students in grades nine through twelve. There were eighteen faculty members including a librarian who spent one-half time in the library and one-half time teaching music. In addition, there was a full-time para-professional assigned to the library.

The book collection contained 5,679 volumes or slightly more than sixteen volumes per student. This was not quite up to the 6,000 minimum recommended in Standards.¹ There were also non-printed materials and audiovisual equipment in the materials center library.

¹Ibid.

Both conference rooms and workroom, in addition to audiovisual storage space, were a part of the library. Quarters were attractive and well-equipped.

School 0 was represented by the librarian and principal during the institute.

Visitation and Administration of Instruments

An initial visit was made to each school in April or May of 1966. Schools were contacted and a schedule was made so that both principal and librarian would be expecting the visit. Several hours were spent in each school during which the writer talked with principal, librarian, several teachers and students, and other available school personnel such as superintendent, counselor, audiovisual coordinator, and assistant principal. Classrooms as well as the library were observed as they functioned, and collections of materials were examined. Checklists were marked or were left with librarian and principal to be completed and returned. A questionnaire was completed and a narrative report was written after each visitation.

Post-institute visitations, made in February and March, 1967, followed the same procedure as did the earlier visits. Again interviews were held, observations were made, and both questionnaire and checklists were completed.

Data from questionnaire and checklist responses were tabulated and analyzed. The former have been used to describe each of the fifteen libraries as they were

perceived to function one semester following the institute. Changes occurring since the first visit have been noted. The checklists responses have been analyzed item by item to describe and compare the changes perceived by the two participating groups, administrator and librarian.

CHAPTER IV

ANALYSIS OF CHANGE IN SCHOOL LIBRARY PROGRAMS

In evaluating the fifteen libraries in the study both level of achievement at the second visit and amount of change made according to pre- and post-institute responses to the questionnaire have been considered. Items on which the library has rated high, items on which the library has shown considerable improvement, and items remaining at the lowest possible rating are cited for each school. The picture of library service evolving from this combination of items is discussed.

School by School Analysis

School Library A

The evaluation at the post-institute visit to this elementary school showed that a total gain of twenty-two points had been made. Eighteen items improved by one point on the rating scale, and two items gained two points each. Forty-two items showed no change from the pre-institute evaluation.

Item 27, "Have channels of communication between administration and librarian and between librarian and

teaching staff been provided and their use encouraged?" and item 61, "Are collections of materials found in classrooms listed in the library's card catalog?" were the two showing greatest improvement. The latter had not yet achieved a "four" or good rating by the second visit; however, the move toward a materials center concept is worth noting.

Eight items of the twenty showing an upward change achieved a rating of "four" and one achieved a "five" rating. These nine items, plus the five rated "four" on the first visit, provide a picture of the good aspects of library service in School A.

Reading and reading guidance were the outstanding elements of this program. Most students were being guided to more mature reading through the use of the school library (5).¹ The librarian utilized reading and other guidance folder records in her work with students (8). Though library periods were still conducted as a class activity, the librarian had shown improvement in giving individual and informal reading guidance to students (47).

Materials were being purchased according to a written policy based on the School Library Bill of Rights (57). All of the printed materials were accessible through

¹Throughout the study an Arabic number in parentheses following a statement refers to the number of the corresponding statement in the questionnaire.

the card catalog (60).

The principal had improved channels of communication between himself and the librarian (27), and the two had planned together for some library program improvements (28). As evidence of the greater leadership role the librarian was taking, she had helped plan and implement a program for parents and teachers on innovations in education (36). At this program she had demonstrated use of the overhead projector for teaching a unit of library instruction which was a part of her planned school-wide program of teaching library skills (37).

Student instruction in use of the library (11), promotion of recreational reading (18), and the librarian's work with other reading teachers (46) had already been rated high at the time of the first visit. The library was well-located in the school (48), and the collection showed that standard selection tools had been utilized in acquiring materials (56).

Nine items were not changed from the first visit to the second. They remained at the lowest rating and reveal limitations in the library program. There was no provision for materials or equipment for home viewing and listening activities (16). There were no student assistants used and no program for training them had been established though students occasionally helped in the library after school (19). There was no book discussion group functioning

as a part of the library program (20).

Because the library functioned as a separate classroom, there was no attempt to provide other teachers with materials from the library (30), little or no attempt by teachers to find out what was in the library's collection (40), and no cooperative selection of materials (33). There was no faculty library committee (34), and no effort to make the school library a liaison between classroom and public library (21). The library classroom did not include conference room space (53).

School Library B

This library in an elementary school made a total gain of forty-three points from one evaluation visit to the next. Twenty-three of the sixty-two items remained unchanged on the second rating. Four items advanced two points each, indicating areas of greatest change. They were:

Does the school library provide materials and programs for professional growth of the school staff? (10)

Are the needs of the library understood by the Board of Education? (23)

Do teachers keep the school librarian informed about curricular changes and assignments so that library resources are available when needed? (31)

Are collections of materials found in classrooms listed in the library's card catalog? (61)

Item 10 moved from "one" to "three" on the scale while the other three items achieved a "four" on the second

rating.

Item 36, "Does the school librarian have the leadership role in administration of the school library program?" moved from a "four" to a "five," the highest rating on the scale.

School Library B achieved a rating of "four" on eighteen of the thirty-nine items which showed a change on the second evaluation. These, plus the four items already rated "four," provide a picture of post-institute library service.

School B had a library program reflected in some degree throughout the school (1). There had been an improvement in the selection of materials (3, 4) and in reading guidance for students (5). There was a school-wide plan for teaching library skills though not yet completely integrated with regular classroom work (11).

The librarian was available for public service more than half of the school day (12), and most teachers were requesting and receiving temporary classroom collections, reserves in the library, or subject bibliographies (22).

The board of education appeared to understand the needs of the library and to support its program as well as was financially possible (23).

The principal and librarian had planned together a library program which should continue to improve its services to students and teachers (28). The principal

encouraged both students and teachers to use the library effectively (29). Most teachers kept the librarian informed about assignments for which library materials were needed (31) and they encouraged students to use the library for both curricular and extracurricular purposes (32). The school librarian continued to improve in providing creative library leadership to the principal and faculty (36).

Scheduling had become more flexible to permit teachers to bring classes to the library as the need arose (41), and many students were making use of the library as a laboratory for reference and research (42).

The librarian served as a materials specialist (44) and worked satisfactorily with teachers of reading in her building (46). The collection of materials was developing satisfactorily though there were still some weaknesses (55). Most of the instructional materials in the school were listed in the card catalog and considered to be part of the library collection (61).

Unchanged but still good were the library's promotion of recreational reading (18), the freedom of students to recommend materials for purchase (43), and the ease with which most of the library's materials could be borrowed (62).

Some areas remained unchanged and ineffective. The library did not circulate non-print media or audiovisual equipment (16), use student assistants (19), or sponsor a

book discussion group (20). The school library did not act as a liaison between students and the public library (21). There was no faculty library committee (34). The library quarters did not include a workroom or a conference room (51, 53).

School Library C

This library in a high school made a total upward change of fifty-one points. Twelve items showed gains of two points each and one item improved by three points according to the observer's rating. Twenty-five of the sixty-two items showed no change from the first visit to the second.

Thirty-eight items were rated as "four" or "five" on the second evaluation. Only ten of these were unchanged from the first rating.

Greatest gain, three points, was made on item 38, "Does the librarian serve on faculty council or other school committees making policy and curriculum decisions?"

Other noteworthy changes were made on the following six questions which moved from "three" to "five" on the rating scale:

Is there evidence of cooperative program between school library and other community libraries? (9)

Does the school library serve as a liaison between students and public library? (21)

Does the school librarian have the leadership role in administration of the school library program? (36)

Is a written selection policy based on the principles of the School Library Bill of Rights of the American Association of School Librarians and endorsed by the school administration being used by the librarian to develop the school's library collection? (57)

Are materials purchased throughout the school year when needed? (59)

Are the resources of the school library easily available for home use? (62)

Evidence of post-institute library service were observed in many areas of the school (1). Library materials were representative of all reading levels and many interests of the young people in the school (3), and there was a continuing effort to provide materials of interest to them (4). Good collections of materials were being developed for all areas of the curriculum (7).

Cooperation between school and public library was excellent in this community (9, 21). There was also school-wide planning for the teaching of library skills (11, 37), and a full-time professional librarian was available to direct the library program (12, 25). Promotion of recreational reading had shown improvement (18), and requests for reserved materials, temporary classroom collections, and subject bibliographies had increased (22).

Better communications had been established between principal, librarian, and teacher-librarian (27, 39). Librarian and principal had designed a good library program (28), and the librarian was acting as an effective leader (36). The librarian served the school as materials

specialist in several ways including help to individual students in personal and reading guidance (44, 47).

Most teachers were making curricular use of the library (30) and the librarian had served on curriculum committees (38). Scheduling was flexible permitting most teachers to use the library at best times for class purpose (41) and enabling more students to use the library as a laboratory (42).

The collection was improving through use of a written selection policy (57) periodic re-evaluation and weeding (58) and regular purchases of new materials (59). Standard tools and personal examination of materials continued to provide the basis for selection (56). All printed and some non-printed materials were well-organized through the card catalog (60, 61), and almost all of the library's materials could be borrowed easily for home use (62).

The library continued to be satisfactory in its reference collection and service (13, 14) and in its training program for student assistants (19). The board of education continued to support the library as well as financially possible (23) with an annual budget for purchase of all kinds of material (24).

Location of the library was good (48), provision of space and equipment for management was satisfactory (52), and quarters for users were comfortable and attractive (54).

Library C still made no provision for viewing and listening activities in the library (15) or for circulation of viewing and listening materials and equipment (16). There was neither a student discussion group as a part of the library program (20) nor a faculty library committee (34), and the librarian was not asked to serve on textbook evaluation committees (45). The library did not have conference rooms or an adjoining classroom as a part of the suite (53).

School Library D

This high school library made a total upward change of fifty points. Thirty-two items made one-point gains, six made gains of two points each, and two improved by three points each. Twenty-two items remained unchanged from the first visitation.

Greatest gains were made on item 41, "Is scheduling of classes flexible so that a teacher can bring his class to the library at the times most suitable to his classroom purposes?" and item 49, "Are the library quarters adequate for effective storage of library materials and equipment?" Each of the above was rated higher by three points on the second visit.

Items 39, "Does the school librarian communicate with the faculty concerning students and materials through informal conversations, notes and bulletins, announcements and discussion in faculty meetings, etc.?" and item 45,

"Does the school librarian serve on the school's textbook committee and/or other appropriate committees to help in evaluating materials?" both made two-point gains but had not yet achieved a "four" rating by the second visit. Though these items cannot be included in the composite picture of satisfactory elements of the library program, improvement on them should be noted.

In picturing facets of the school library program which had achieved good ratings one should include the support and understanding of board of education (23), and provision of library quarters which were satisfactory in space and functional arrangement for the school served (26).

Improved communication between principal and librarian and between librarian and other teachers on matters concerning the library program was noted (27). This was fostered by the preparation of a long-range plan for improving the library (28) and continued by the principal's encouragement of wide and effective use of library resources (29).

The library had become much more accessible by the time of the second observation. This was partly the result of more flexible scheduling (41) but also because there were larger and better library quarters which no longer doubled as a classroom for several periods of the day (48, 49, 51, 52).

New materials were being selected more carefully through use of standard selection tools (56), and most of the library's collection of materials could be borrowed easily for home use (62).

In contrast to the thirteen items rated "four" on the second visit, only one was rated this high on the first visit. Remaining at rating "four" was the regular annual purchase of new materials (59).

Though Library D had made dramatic changes in quarters and availability of collection, it remained poor in several important respects. There was still no public library in the community to supplement the school library resources (9, 21). No provision for home use of audio-visual material and equipment had been made (16). No book discussion group existed as a part of the library program (20). The other faculty members did not serve on a school library committee (34) and could not encourage students to use non-existent public library resources (35).

The school librarian, who still had some teaching responsibilities outside the library, did not plan or implement instruction in the use of the library (37). Students did not make purchase suggestions for the library collection (43). Though much improved, the library quarters did not include conference rooms (53).

School Library E

This junior high school library made a total upward gain of forty-three points. Twenty-six items made single point changes, seven rose two points each on the rating scale, and one changed three points upward. Twenty-eight of the sixty-two items remained the same on both pre- and post-institute ratings.

Item 45, "Does the school librarian serve on the school's textbook committee and/or other appropriate committees to help in evaluating materials?" changed from a "two" rating to a "five" for the greatest gain made for this library. The following items all made two-point gains for a maximum rating of "five" at the second evaluation:

Does the librarian serve on faculty council or other school committees making policy and curriculum decisions? (38)

Does the school librarian communicate with the faculty concerning students and materials . . . ?
(39)

Does the school librarian serve the school as materials specialist? (44)

Is a written selection policy . . . being used by the librarian to develop the school's library collection? (57)

Another two-point gain was made on item 34, "Is there an effective faculty library committee which advises on school library policies?" Such a committee had been formed but was not yet functioning well enough to be rated "four" or "five."

Twenty-five items made improvement which brought them to good or excellent on the second visitation. The library program could be observed in many areas of School E (1). The collection of print was good and that of non-print had improved (2), student interests were well-represented in the collection (4), and a good professional collection was being provided for the faculty (10). Library skills were taught though they were not completely integrated with regular classroom work (11).

Recreational reading was encouraged in a variety of ways (18), and curriculum materials for unit study were provided as reserves, temporary classroom collections, or through subject bibliographies (22). Administrative support was shown through improving library budget (24), a librarian-principal plan for library development (28), and encouragement of wide and effective use of library resources by the principal (29).

Many teachers had improved in their support of the library by informing the librarian of changes in curriculum and student assignments (31), by encouraging both curricular and extracurricular use of the library resources by their students (32), and by becoming acquainted with the holdings of the school library and using them in a cross-media approach to teaching (40).

The school librarian had assumed a real leadership role with faculty and principal in planning the best

possible program of library service (36). She served on all curriculum committees (38), and she communicated with other faculty members in many ways (39).

The librarian served as a materials specialist on textbook and other committees concerned with evaluation of material, through work with reading teachers and in a variety of other ways (44, 45, 46).

The library quarters included ample workroom space (51).

The materials collection had been reevaluated and weeded (58). All printed materials and some of the non-printed materials were well-organized and listed in the card catalog regardless of where they were housed in the school (60, 61). Almost all of the library's materials could be borrowed easily for home use (62).

To complete the picture of good aspects of the library in School E, thirteen additional items which were rated "four" or "five" on the original evaluation and which maintained this rating have been included. Library materials in the collection reflected the reading levels and interests of students in the school (3). All areas of the curriculum were represented in the collection (7).

The librarian spent more than half of the school day working with students and teachers (12), and student assistants who were part of the library staff were given excellent and varied training (19).

The board of education appeared to understand and support the needs of the school library as well as financially possible (23), and librarian-administrator-teacher communication remained good (27).

Scheduling continued to be flexible permitting classes and individual students to use the library as a laboratory (41, 42).

The school library was well-located (48), satisfactory in provision of space for management (52), and attractive and comfortable for users (54).

The collection had continued to develop satisfactorily through use of standard selection tools and personal examination of materials (55, 56).

Only one item remained at the lowest point on the rating scale. The library still made no provision for loan of materials and equipment for viewing and listening at home (16).

School Library F

This elementary school library showed a total increase of fifty-nine points from one visit to the next. Twenty-six items changed upward by one point, fifteen items showed two-point gains, and one item registered a gain of three points. Twenty items remained unchanged on the second evaluation.

The greatest improvement of three points was shown by item 28, "Have the principal and librarian designed a

library program well-suited to the objectives of the school and the needs of all of its pupils?" Five items moved up two points but were still not eligible for a "four" rating. The items showed the librarian gaining more time for service in the library, though still not more than a half day (12), and serving sometimes as liaison with the public library (21). A faculty library committee had begun to function (34), and the librarian had begun to serve in a leadership role in planning the library program (36), including service on textbook and other committees concerned with media evaluation (45).

Of the forty-two items showing improvement on the second evaluation twenty-three reached a "four" rating. The library program was observed in many areas to the school through materials utilized and programs in progress (1). The library housed and distributed non-printed as well as printed material (2), and the collection showed that reading and interest levels of children in the school had been considered (3). The school-wide plan for teaching library skills was not yet integrated with regular classroom activities and assignments (11), but it was directed by the librarian (37).

Recreational reading was encouraged in a variety of ways by the librarian (18) and use of materials for both curricular and extracurricular purposes was encouraged by most teachers (32). The annual budget provided for purchase

of all kinds of materials (24). Administrator-librarian-teacher communication had improved (27, 39) following joint planning of a library program by librarian and principal (28), the principal encouraged teacher and student use of the library (29), and most teachers were using it extensively (30). Teachers had improved in keeping the librarian informed about assignments involving the library and about curricular changes (31). Information about curricular changes and their implications for the library collection was also obtained in another way when the librarian served on curriculum committees (38).

Library quarters had been improved to provide better storage of materials and equipment (49), better workroom space (51), and better facilities for management of the library (52).

The library collection was developing satisfactorily (55) with its materials selection governed by principles of the School Library Bill of Rights (57). The collection had been reevaluated and weeded (58), and new materials were being purchased regularly (59). Organization of non-printed materials through a card catalog had improved (60).

Three items were rated "four" on the first visit and remained at that level. They have become a part of the picture of post-institute library service. Classes used the library according to a schedule which was fairly flexible (41). Materials were evaluated by use of standard

selection tools and personal examination (56), and most materials were listed in the card catalog regardless of their location in the school (61).

Three more items deserve mention. They remained poor on the second visit. Materials and equipment for viewing and listening did not circulate for home use (16). There was no book discussion group as a part of library activities (20), and students did not make suggestions for materials to be acquired by the school library (43).

School Library G

This junior high school library showed a total gain of fifty-five points from pre- to post-institute evaluation. Twenty-three items on the questionnaire showed a gain of one point each, sixteen items increased by two points each. No item made a gain of more than two points, and twenty-three items remained unchanged on the second visit. Six of the two-point gains reached "five," the highest rating on the scale used. These were made on the following items:

Are students taught to become skillful in using libraries and all library resources? (11)

Does the principal encourage wide and effective use of library resources? (29)

Does the school librarian have the leadership role in administration of the school library program? (36)

Is scheduling of classes flexible so that a teacher can bring his class to the library at the times most suitable to his classroom purposes? (41)

Does the school librarian serve the school as a materials specialist? (44)

Does the librarian help individual students through informal guidance and the recommendation of reading materials appropriate to their personal needs? (47)

Item 15, "Does the library provide equipment and materials for individual viewing and listening in the library?" had improved by two points but had not yet achieved a "four" rating.

Thirty-one of the thirty-nine items showing any change reached a "four" or "five" by the time of the second visit. The school library housed both printed and non-printed materials (2) appropriate to the reading and interest levels of the students (3), who were being guided then to more mature reading (5).

The materials in the collection were representative of all areas of the curriculum (7), and a professional collection was provided for teachers (10). There were planned cooperative programs with the public library (9, 21), and the school library assumed responsibility for teaching skills useful in school or public library (11).

The school librarian spent more than half of her professional time with students and teachers (12). A part of this time was spent in reference service as she assisted students and teachers in using indexes and other informational books (13, 14). The librarian's role in the school guidance program had also increased (17).

The annual budget for all kinds of materials was moderately good, as was support in general from the Board of Education and the school administration (23, 24). The principal had improved channels of communication between librarian, himself, and teachers (27). He and the librarian had planned together for library development (28), and he encouraged students and teachers to use the library resources effectively (29).

Teachers were improving in keeping the librarian informed about assignment and curricular changes and in their knowledge of what is available in the library (31), and the librarian had improved in informal communication with other faculty members (39). She had taken a greater leadership role in the school library program (36) including the planning for school-wide program of library instruction (37). She was serving effectively as the school's materials specialist (44), which included giving reading guidance to individual students (47).

Scheduling had become more flexible to permit teachers to use the library as the need arose (41) and students to use the library as a laboratory for reference and research (42).

The library collection, though considered good on the first visit, had improved in several curricular areas (55). The existing collection had been reevaluated and weeded (58), and new materials had been added which reflect

the principles of the School Library Bill of Rights (57, 59). Most materials were listed in the library's card catalog regardless of where they were housed in the school (61).

To the description above should be added several items on which Library G was already performing well at the time of the first visit and which continued to be rated satisfactory on the second visit. The library's program was observable in many areas of the school (1). Student assistants were performing well and were receiving good training in a variety of library routines (19).

Teachers were using library resources through reserve collections, temporary classroom collections, and subject bibliographies (22). They were bringing classes and sending small groups of students to the library for research (30), and they encouraged both curricular and extracurricular use of the school library by their students (32). When these resources had been explored, they encouraged their students to use public library resources, and most teachers were fairly familiar with these resources outside the school (35).

The library quarters were attractive and comfortable though small (54), and the materials were well-organized and easily available to users (60).

Four items remained at the lowest level on the rating scale, making no improvement from pre- to post-institute.

The library did not provide equipment and materials for home viewing and listening (16). There was no book discussion group which functioned as part of the library program (20). There was no faculty library committee (34), and no conference room as a part of the library quarters (53).

School Library H

This junior high school library gained a total of forty points on the second evaluation. Twenty-eight items moved up one point each on the rating scale. Six items made two-point gains. Twenty-eight items showed no change from the rating made during the pre-institute visit.

One item which showed definite improvement, as indicated by a gain of two points on the scale, still had not achieved a "four" rating. Although it could not be included in the picture of the school's good elements of a library program, improvement should be noted on item (38), "Does the librarian serve on faculty council or other school committees making policy and curriculum decisions?" The rating of "three" shows that the librarian is sometimes invited to serve on these committees.

Two other items making upward changes of two points each achieved ratings of "five," the highest on the scale. They were:

Are students taught to become skillful in using libraries and all library resources? (11)

Is scheduling of classes flexible so that a teacher can bring his class to the library at the times most suitable to his classroom purposes? (41)

Of the thirty-four items showing change for Library H, twenty-four achieved at least a "four" rating on the second visit. The library program was evident in various parts of the school (1). The librarian used reading records and other guidance folder information in helping individual students (8). The professional collection for teachers had improved (10). Library skills were taught cooperatively by librarian-teacher teams and followed up with classroom assignment (11). Reference service had improved (13), and more students were using the library as a laboratory for reference and research purposes (42).

The librarian encouraged recreational reading in a variety of ways (18). She sent collections of curricular material to classrooms, provided reserves in the library, and made subject bibliographies (22).

The librarian and principal had planned together for library development (28) with the librarian assuming a leadership role in both planning and implementation (36). The principal was encouraging students and teachers to use the library resources (29), and teachers had improved in encouraging their students to make use of these resources (32). Most teachers had also cooperated in evaluating material in their subject areas (33). The librarian had in turn communicated with teachers about new materials

received and students needs (39).

Scheduling had become more flexible than it had been earlier, enabling more teachers to use the library facilities as curricular needs arose (41). The librarian served as a materials specialist in a number of ways (44) including work with the school's reading teachers (46) and provision of reading guidance to individual students (47).

The materials collection had continued to develop and improve (55) with the School Library Bill of Rights as a basis for selection of material (57), following a re-evaluation and weeding of the existing collection (58). All printed materials and some of the non-printed media were cataloged and organized for easy availability to users (60). Most of the school's materials were a part of the library collection and were listed in the card catalog even though they may have been housed in a classroom (61). Most of the library materials could be borrowed easily for home use (62).

Four items were rated good on the first visit and have remained satisfactory. There was good cooperation between school library and public library (9). The librarian spent more than half of her professional time working with students and teachers (12). Student assistants were being well-trained to do a variety of library routines (19). Materials were added to the library collection after personal examination by the librarian or

through listing in standard selection tools (56).

Another four items were notable because they had been unsatisfactory on the first visit and showed no improvement on the second. Library H still did not provide materials and equipment for individual viewing and listening in the library (15) or at home (16). There was no faculty library committee (34), and the library did not include any conference room space (53).

School Library I

This senior high school library made a total upward change of fifty points between pre- and post-institute evaluations. Thirty-one items gained one point each, eight items moved up two points each, and one item gained three points. Twenty-two items did not show change from one visit to the next.

Greatest gain was made on item 41, "Is scheduling of classes flexible so that a teacher can bring his class to the library at the times most suitable to his classroom purposes?" A library study hall situation had existed before the institute and had made class use very difficult if not impossible.

Item 34, "Is there an effective faculty library committee which advises on school library policies?" made a gain of two points but was still rated less than "four" on the second visit. The beginning of a faculty committee is notable, however.

Two items increased two points each to a "five" rating on the second evaluation. These items were:

Is there evidence of cooperative programs between school library and other community libraries? (9)

Are students, trained as library assistants, learning a variety of skills related to such services? (19)

Of the forty items on which improvement was noted, only seventeen had achieved a good rating by the time of the post-institute visit. Especially outstanding were the cooperation between school library and public library (9, 21, 35) and the training provided for student assistants (19). Other improvements included the librarian's use of guidance folder information in helping students find materials on their reading and interest levels (8), the librarian's availability for work with students and teachers (12), and her level of professional training which had enabled her to receive a standard librarian's certificate (25).

The librarian was encouraging recreational reading in a variety of ways (18), working with teachers responsible for the school's reading program (46), and providing informal reading guidance for individual students (47). She offered professional leadership to the school in library matters (36) and had worked with the principal to plan for library development based on this particular school's needs (28).

Gaining the use of the former study hall space for

library purposes made the library quarters much more functional (26) and enabled the flexible class scheduling mentioned above to be established (41).

The library collection was improving (55) with new selections based on the principles of the School Library Bill of Rights (57) made after a reevaluation and weeding of existing collection (58).

Rated good on the first visit and continuing to be satisfactory were four more items describing elements of the library's program. The library had a good reference collection and gave satisfactory help in its use (13). Students used indexes and other tools for research in the library under professional guidance (14). Library materials were being acquired through use of standard selection tools or personal examination of the materials (56). Most of the library materials were readily available for home use (62).

Only two items which were rated at the lowest point on the rating scale remained at level "one" on the second evaluation. Library I still did not provide materials and equipment for viewing and listening in the library (15) or at home (16).

School Library J

This senior high school library made a total gain of fifty-five points from the first to the second visit. Twenty-seven items advanced one point each, eleven items

showed two-point gains, and two made gains of three points each. Twenty-two items showed no change from pre- to post-evaluation.

Making the greatest improvement were item 29, "Does the principal encourage wide and effective use of library resources?," and item 38, "Does the librarian serve on faculty council or other school committees making policy and curriculum decisions?" Both these items had lowest possible ratings on the first visit and were rated "four" on the second visit. This improvement points toward a growing awareness of the importance of the school library and librarian in the total educational scheme.

Because School J had just built new library quarters before the pre-institute visit, items 52 and 54, which refer to the adequacy and attractiveness of the library facilities, were rated "five" at that time. As one would expect, these items remained satisfactory on the second visit.

Four items had improved enough to receive ratings higher by two points each and yet not enough to be judged good. They should be noted, however. Three of these items relate to cooperation with the public library (9, 21, 35). The other concerns a planned program of library instruction (37).

Four items changed upward to the maximum rating of "five." They were:

Are students, trained as library assistants, learning a variety of skills related to such service? (19)

Does the school librarian serve the school as a materials specialist? (44)

Have all materials been carefully evaluated . . . with only materials having good quality of content purchased? (56)

Is a written selection policy . . . being used by the librarian to develop the school's library collection? (57)

Of the forty items on which change was registered, only fifteen of them reached a "four" rating by the time of the second visit. These form the basis for the picture of School J's post-institute library service.

There was some evidence of the library program throughout the school (1). The librarian had taken a leadership role in planning and administering the school library program (36). She served on policy making and curriculum committees (38), communicated effectively with the faculty in a variety of ways (39), served faculty and students as a materials specialist (44) considering student interests and curricular needs in building the library's collection materials (4, 55). The School Library Bill of Rights and a reevaluation of the existing collection were also considered in selecting new materials (56, 57). Most materials were easily borrowed for home use (62).

There was a growing professional collection for teachers (10) and an outstanding training program for student assistants who were being introduced to professional

aspects of librarianship as well as trained in library routines (19).

The principal and librarian had planned together for the program of library development needed in this school (28), and the principal had given much greater emphasis to the importance of effective library use by students and teachers (29).

Four additional items which were rated "four" or "five" on the first visit remained satisfactory. Three related to the library quarters mentioned earlier as being new (26, 52, 54). The final one concerned a flexible schedule to facilitate better teacher and student use of the library (41).

Three items remained at the lowest rating on the second visit. The library did not provide materials and equipment for home viewing and listening (16), there was no book discussion group functioning as part of the library program (20), and there was no faculty library committee (34).

School Library K

On the post-institute evaluation this high school showed a total improvement of twenty-nine points. Each of these represented one item making a single point gain. Thirty-three items did not change in rating from one visit to the next.

Three items achieved a rating of "five" on the

second evaluation. Library K had an outstanding program for training student assistants which had provided leadership for the state organization of student library assistants and had offered an introduction to professional aspects of librarianship (19). Flexible scheduling had enabled teachers to make use of the library as classroom work dictated (41), and flexible purchasing policy had made it possible for the librarian to answer teacher requests for needed curriculum material (59).

Improvement was noted on the second visit in other areas. The collection of indexes and other reference materials provided students with a setting and the tools for research work (14) and resulted in more students using the library as a laboratory (42).

Most materials were being selected by use of standard selection tools (56). All printed materials and some non-print were cataloged and easily accessible to users (60).

Three additional elements of the library were rated good on the first visit and remained satisfactory. The professional librarian worked with students and teachers more than half of the school day (12). Among the duties she handled well was reference service to students and teachers (13). Most of the library's materials were available for home use (62).

Seven items remained at the lowest level on the

scale in the second evaluation. There was no cooperation between school and public library (9, 21), and little or no use of the public library by teachers (35). There was no book discussion group functioning as a part of the school library (20). No faculty library committee had been organized (34), and the librarian did not serve as a materials consultant on textbook or curriculum committees (45). Facilities of the library were limited and did not include conference rooms or classroom (53).

School Library L

This high school library showed a total of sixty-one points of upward change between pre- and post-institute evaluations. Seventeen items showed gains of one point each, sixteen items increased two points each, and four items increased three points each. The greatest gains were made on the following items:

Does the principal encourage wide and effective use of library resources? (29)

Is scheduling of classes flexible so that a teacher can bring his class to the library at the times most suitable to his classroom? (41)

Does the library suite contain classroom and conference rooms for purposes of library instruction and special needs of users? (53)

Are collections of materials found in classrooms listed in the library's card catalog? (61)

Three items made notable improvement but had not yet achieved a "four" rating by the second visit. They were:

Is all available information on each student, such as reading level, level of social development, and personal problems, accessible to the librarian and used regularly in the library's guidance function? (8)

Does the librarian serve on faculty council or other school committees making policy and curriculum decisions? (38)

Does the school librarian serve on the school's textbook committee and/or other appropriate committees to help in evaluating materials? (45)

Four items received ratings of "five." Two of these were so rated on the first evaluation:

Have all materials been carefully evaluated . . . with only materials having good quality of content purchased? (56)

Are the resources of the school library easily available for home use? (62)

Two were rated "five" on the second visit:

Is a regular and adequate library budget provided? (24)

Does the school librarian serve the school as a materials specialist? (44)

There was evidence of the school library's program in various areas throughout the school (1). The materials collection included non-print as well as print (2). It showed the selector's concern for student reading levels and interests (3), for all areas of the curriculum (7), and for the professional growth of the faculty (10). Guidance materials were provided and used by teachers, counselors, and students (17).

Most teachers requested reserve or temporary classroom collections of materials for some units of study and

made use of subject bibliographies prepared by the librarian (22). Teachers were usually aware of the extent of the public library's and other community libraries' collections in their own subject fields and encouraged students to utilize these resources for an assignment or special project after they had explored the school library (35).

The board of education had shown improvement in support of the school library program (23). The principal had utilized local and federal resources to provide a considerable library budget increase within the past year (24). He encouraged students and teachers to use the library resources effectively (29), and had improved the channels of communication between librarian and teachers and between himself and the librarian (27). Together principal and librarian had planned for an improved library program in this school (28).

The librarian had assumed more of a leadership role in planning and implementing changes in the library program (36). She was communicating better with faculty members concerning students, materials, and teacher utilization (39). She had made considerable growth in the role of materials specialist for the school (44). She provided individual students with informal reading guidance (47) and worked with the school's reading specialist to supply materials needed (46). The librarian was offering a good

training program in library routines for student assistants (19).

The library quarters were satisfactory in space and functional arrangement (26). Storage space was adequate (49). There was sufficient space for managing the library (52), and there were conference rooms and a previewing room as a part of the library suite (53). In general, the library quarters were attractive, comfortable, convenient, and well-lighted (54). Because of additional space gained, classes could use the library more effectively than before. They did this through a flexible schedule administered by the librarian (41).

Materials were purchased according to a selection policy based on the School Library Bill of Rights (57). All printed materials and some of the non-print were easily accessible through the card catalog (60). Some of the materials located in classrooms were also available to others through the card catalog (61).

Nine items had been rated "four" or "five" on the first visit. Students were being guided toward more mature reading (5). A professional librarian was available and spent more than half of her time working with students and teachers (12). Reference collection and services were good (13, 14). There was an ample workroom for processing materials (51).

Books and other materials were being acquired

systematically according to curricular needs (55). Standard tools for selection were utilized extensively (56), and purchases could be made at intervals as they were needed (59). Almost all printed materials owned by the school library were available for home use (62).

Three items remained unsatisfactory on the second visit and maintained a "one" rating. Materials and equipment for viewing and listening activities at home were not available through the library (16). There was no book discussion group functioning as a part of the school library (20), and no faculty library committee had been organized (34).

School Library M

This junior-senior high school library made a total gain of thirty-one points on the post-institute evaluation. Twenty-one items showed improvement of one point each. Five items changed upward by two points each. Thirty-six items did not show that a change was being made; however, two of these already rated a "five" at the first visit. These were items 52 and 54, both relating to library quarters.

One of the items showing a two-point gain on the second visit also rated a "five." Another item making a change of two points which should be noted is item 16, "Does the library provide equipment and materials for home viewing and listening?" This item was rated low in most

of the libraries studied. In Library M it changed from a "one" to a "three" rating, indicating definite improvement but not enough to warrant a "four" rating and inclusion in the group of items composing a picture of Library M's good program elements.

Nineteen items of the twenty-six showing improvement on the second visit achieved a "four" rating. There was evidence of the library program throughout the school (1). Materials were being selected which reflected student interests (4). Through access to the collection, informal reading guidance from the librarian (47), and encouragement from teachers and principal (28, 29), many students were developing into more mature readers (5). They were also learning to be skillful users of a library (11).

There was a growing professional collection for teachers (10), and an increasing amount of communication and cooperation between teachers and the librarian (39). Most teachers knew the resources of the school library and were beginning to make use of them in a cross-media approach to teaching (40).

A well-qualified librarian (25) promoted recreational reading in various ways and was particularly successful in helping students create interesting bulletin boards and posters (18). Student assistants were being given good training in routine library procedures (19).

The board of education seemingly understood the need

for a good library program and had recently proposed a bond issue for building a new elementary school library. This action was supported by the community (23).

School M's principal and librarian had planned together for improving the library program (28), and the principal had made provisions for better librarian-administrator and librarian-teacher communication (27).

More students were making use of the library as a laboratory for reference and research (42). They found a well-organized collection of materials easily available to them in the library or for home use (62).

Thirteen more items were rated "four" or "five" on the first visit, and these continued to be rated high on the second evaluation. Most aspects of the library quarters were good or excellent. They were functional, attractive, and made satisfactory provisions for storage of materials, for acquisition and processing of materials, and for library management (26, 49, 51, 52, 54). The location of the library was also satisfactory (48).

The librarian continued to show leadership in planning and implementing the program of the library (36). She utilized flexible scheduling of classes so that all teachers had an opportunity to bring a class when the need arose (41). Serving in a number of ways as materials specialist, the librarian was systematically acquiring a collection designed to meet curricular as well as

recreational demands (44, 55). The school administration had provided a regular and satisfactory amount for library operation including funds to purchase new materials (24). These were evaluated through use of standard selection tools (56). Materials belonging to the library but housed in a classroom were also available to others through the card catalog (61).

Five items remained at "one" on the rating scale, but three of them were at this level because there was no public library in the community (9, 21, 35). To compensate for this lack, School M had attempted to meet some library needs of the parents as well as the students. The school library was open during summer months for users of any age. Other lacks included a faculty-library committee (34), and conference room space (53). Both were nonexistent.

School Library N

This senior high school library changed upward a total of forty-nine points on the second-visit evaluation. Twenty-eight items changed one point each, nine moved up two points each, and one showed a gain of three points. Twenty-four did not change on the rating scale.

The greatest gain was made on item 44, "Does the school librarian serve the school as a materials specialist?" At the time of the first visit, the librarian was selecting materials and cataloging them. By the

post-institute visit, the librarian was guiding students and teachers in utilizing materials effectively, serving as a resource consultant, and directing programs of in-service training on the use of materials, in addition to the two activities previously handled. This justified a "five" rating for the item.

Two items showed improvement of two points on the rating scale, but not yet sufficient achievement to warrant a "four." Some indication of the library program was observable outside the library (1), and the librarian was working in a limited way with the teachers responsible for the reading program for the school (46).

Seventeen of the thirty-eight items which improved achieved a "four" rating by the time of the second visit. Since no items were rated "four" or "five" on the first visit, these seventeen items describe the good aspects of School N's library program.

The professional librarian spent more than half of the school day working with students and teachers (12). She served as the materials specialist for the school as noted above (44), and she was providing leadership in the planning and implementation of a library program for the school (36). She had served on curriculum committees (38), during the 1966-67 school year, and communicated effectively with teachers in a variety of ways (39).

The library's reference collection and information

service was improving (13), and more students were using the library as a laboratory for reference and research (14, 42).

The librarian encouraged recreational reading through various promotional techniques (18), and provided a good training program for student assistants in library routines (19).

Most library needs were seemingly understood and supported by the Board of Education (23) which provided a regular budget for all kinds of materials (24). As a result of recent budget increases, the materials collection was being improved systematically by the librarian (55). Use was made of standard selection tools (56) and a selection policy based on the School Library Bill of Rights (57).

Most library materials were organized for easy accessibility through the card catalog (60), and most could be borrowed for home use (62).

Five items remained at "one" on the final evaluation. The library did not provide materials and equipment for home viewing and listening (16). There was no liaison between classroom and public library provided by the school library (21). No faculty library committee had been formed (34). A study hall situation prevented scheduling of library facilities for classes on either a regular or flexible schedule (41). No conference rooms or other

special purpose areas were provided as a part of the library quarters (53).

School Library 0

This high school library moved up a total of fifty-three points on the second evaluation. Thirty items changed by one point each, seven items gained two points each, and three items showed three-point advances. Items making the greatest gains were:

Is the staff well-qualified and sufficient in number, including clerical as well as professional personnel? (25)

Does the librarian serve on faculty council or other school committees making policy and curriculum decisions? (38)

Does the librarian work with all teachers who are responsible for the developmental, corrective, and individualized reading programs in the schools . . .? (46)

All of the above changed from "two" or poor, to "five" or excellent. Three more items moved up two points to a "five" rating. These were:

Have the principal and librarian designed a library program well-suited to the objectives of the school and the needs of all of its pupils? (28)

Does the school librarian communicate with the faculty concerning students and materials . . .? (39)

Is a written selection policy . . . being used by the librarian to develop the school's library collection? (57)

Two items making two-point gains on the second visit still did not achieve the "four" rating necessary to be

included as good aspects of the program. They deserve mention as indications of beginning student and teacher involvement in areas entirely new to the library's program. One concerns a student book discussion activity (20), and the other concerns a faculty library committee which had been recently formed (34).

Thirty-three items could be included in the group showing improvement to at least a "four" level of achievement by the second visit. Twelve of them were rated "five" in comparison with a single "five" rating on the first visit.

On the post-institute evaluation, evidence of the library program could be observed in many areas of the school (1). Non-print as well as books and periodicals were a part of the library collection (2). These materials reflected the interests and reading levels of all students in the school (3). A written selection policy provided a guarantee that student interests and all curricular areas would be considered in the systematic building of a well-rounded collection (4, 7, 55, 57).

A well-qualified librarian who spent more than half of the school day working with students and teachers was assisted by a full-time adult clerk and a full-time para-professional with a college degree but no librarianship training. The para-professional made evening and Saturday library service possible (12, 25). The librarian was

serving as the school materials specialist (44) working with other faculty members on curriculum and policy committees (38), communicating with teachers in a variety of ways concerning materials and students (39), helping students to locate reference materials (13), and utilizing test scores, profiles, and other available records to give individual reading guidance to students (8). The librarian had taken a greater leadership role in developing and administering the library program and in school-wide planning for related programs such as remedial and developmental reading, closed-circuit television, and campus radio station (36, 46). She was planning with teachers for library instruction for all students (37), and providing a good training program for student assistants (19).

Support from the governing board and the school administrator had improved (23). Changes in this area included the provision of a materials budget meeting American Library Association recommendations (24), and the opportunity for purchase of materials as needed rather than once or twice a year (59). The principal and librarian had planned together for an excellent library program for their own school and, through Elementary and Secondary Education Act, Title I assistance had been able to implement a major portion of the plan ahead of projected dates (28). Because of a close working relationship with the librarian during the institute and of a better understanding

of library program possibilities, the principal had encouraged teachers and students to make better use of this school library (29), and he had provided more channels for librarian-administrator and librarian-teacher communication (27).

Teachers were responding by encouraging their students to use the library for both curricular and extra-curricular needs (32), by scheduling of library quarters for classroom use as the need arose (41), and by using the professional collection provided for them (10). Students were showing improved skill in use of the library (11) as it became more of a laboratory for reference and research for them (14, 42).

Rearrangement of library quarters had provided more functional space for acquisition and processing of materials (51), and for library management (52). All printed material and much of the non-print were cataloged and shelved for easy accessibility (60).

To complete the picture of good program elements of Library 0, eleven more items which rated "four" on the first visit must be noted. The library was unusually attractive, ample in space for most functions, and well-located in the school plant (54, 26, 48). Space had been provided for viewing and listening activities as well as for reading (50). There was sufficient storage for presently-owned materials and equipment (49), and there

were conference rooms available to students and teachers (53).

Teachers were using subject bibliographies prepared by the library staff and sometimes were requesting reserve shelves in the library or temporary classroom collections for special purposes (22). Guidance materials were used by both teachers and students (17), and students were showing progress made toward more mature reading (5).

The librarian used standard selection tools in acquiring library materials (56), and she promoted recreational reading in a variety of ways including use of display and radio announcements (18).

Only one item remained at the lowest level on the scale by the time of the post-institute visit. There was still no circulation of materials and equipment for home viewing and listening (16).

Summary and Comparison of School Libraries

Fifteen school libraries were analyzed descriptively according to changes observed, satisfactory aspects of the program, and unsatisfactory aspects of it. Upward change was observed in each library, but there was considerable variation from school to school in degree of change and in the elements of the program judged to be satisfactory. It is believed that descriptive analysis of libraries as they function is more relevant to understanding change and level of quality of the program than

a quantitative analysis would be.

Participating school libraries showed more differences than similarities. They varied in size and grade level of school served, in size of collection, and in other ways. Comparisons were made by ranking libraries according to several variables. Rankings of the fifteen libraries in Table 1 revealed only limited relationship in a school's rank on upward changes and on size or level. Elementary school libraries did not rank lowest on improvement or on number of high ratings following the institute though there was a similarity between grade level and high rating before the institute. Large schools did not rank highest or small schools lowest on the qualitative measures. The number of items rated high before the institute did not appear to be a predictor of program improvement, for there was not a significant correlation between ranks of pre-institute high ratings by the observer and ranks of upward change perceived by the observer. As would be expected, however, there was a correlation between ranks on upward change and on post-institute high rating significant at the .05 level when tested by Spearman's Rank Correlation Coefficient.¹ There was also a correlation significant at the .05 level between ranks of upward change and those of number of books per pupil. The latter

¹Siegel, Non-parametric Statistics, p. 284.

TABLE I

GRADE LEVEL AND RANKS ON SEVERAL VARIABLES FOR FIFTEEN SCHOOL LIBRARIES

School	Grade Level	Size of School	Observer's Perception			Size of Collection	Books per Pupil
			Upward Change	High Rating ^a			
				Pre-Institute	Post-Institute		
A	E	9	15	7.5	13	14	15
B	E	7	10.5	12	9.5	6	7
C	H	10	6	4	3	12	8
D	H	15	7.5	14	14	15	1
E	J	3	10.5	1.5	4.5	8	11
F	E	8	2	13	8	2	2.5
G	J	6	3.5	5	2	13	13.5
H	J	1	12	10	7	7	13.5
I	H	11	7.5	10	9.5	9	6
J	H	14	3.5	10	11	10	4
K	H	5	14	7.5	15	4	12
L	H	2	1	6	4.5	1	9
M	J-S	13	13	3	6	11	5
N	H	4	9	15	12	3	10
O	H	12	5	1.5	1	5	2.5

Key: E - Elementary

J - Junior High

H - High School

J-S - Junior-Senior High

^aRating of "four" or "five" was considered to be high.

is the only quantitative measure tested which showed a significant correlation with the qualitative rating on upward change. Tables in Appendix C show Spearman's Rank Correlation Coefficient used with several variables.

Table 2 shows that there is little correlation between amount of upward change perceived by librarian, administrator, and observer though chapter five points out many instances of agreement among groups on a specific item or program component. Administrator and observer rankings on upward change were more similar than were administrator-librarian or observer-librarian rankings.

A look at specific items on the questionnaire and the percentage of schools rated high on them reveals more about the program in the participating libraries than comparison by rank can. Table 3 identifies fifteen items on which ten or more of the libraries rated high, "four" or "five," on the second administration of the questionnaire.

Table 4 lists ten questionnaire items on which few, two or less, of the libraries rated high at the second evaluation. Though rated low for all or most libraries, four of the items in Table 4 were improving. On item six, nine of the libraries had improved, eight had improved on items 15 and 33, and thirteen had improved on item 45. Little improvement was made on the other six items listed in Table 4.

TABLE 2
RANKS OF SCHOOL LIBRARIES ACCORDING
TO PERCEIVED UPWARD CHANGE

School	Administrator Perception	Librarian Perception	Observer Perception
A	13	15	15
B	11	3	10.5
C	1.5	9	6
D	1.5	11.5	7.5
E	4	4	10.5
F	8.5	10	2
G	14.5	8	3.5
H	12	11.5	12
I	6	5	7.5
J	3	2	3.5
K	14.5	1	14
L	7	6	1
M	10	7	13
N	5	14	9
O	8.5	13	5

TABLE 3

ITEMS ON WHICH MOST OF THE SCHOOL LIBRARIES RATED HIGH
ON THE SECOND ADMINISTRATION OF THE QUESTIONNAIRE

Number	Item Statement ^a	Number of Schools Rated High ^b
1	Evidence of library program in many areas of school.	10
12	Librarian spends more than half time with students and teachers.	10
18	Library staff promotes recreational reading.	10
19	Student assistants learn a variety of skills.	11
28	Principal and librarian planned library program.	13
29	Principal encourages use of library resources.	10
36	Librarian has leadership role.	12
39	Librarian communicates with faculty.	10
41	Library scheduling is flexible.	13
44	Librarian serves as materials specialist.	10
55	Library collection is developing systematically.	12
56	Materials evaluation by standard tools and personal examination.	14
57	Written selection policy based on School Library Bill of Rights.	11
60	Materials are efficiently organized.	11
62	Resources of library available for home use.	11

^aStatements are abbreviated from Questionnaire

^bRating of "four" or "five" was considered to be high

TABLE 4

ITEMS ON WHICH FEW OR NONE OF THE SCHOOL LIBRARIES
RATED HIGH ON THE SECOND ADMINISTRATION
OF THE QUESTIONNAIRE

Item		Number of Schools Rated High
Number	Statement	
6	Students are helped to develop taste and appreciation in viewing and listening.	0
15	Library provides equipment and materials for library viewing and listening.	0
16	Library provides equipment and materials for home viewing and listening.	0
20	Book discussion groups are a library activity.	0
33	Teachers aid in selecting and evaluating materials.	1
34	Faculty Library Committee advises on policy.	0
43	Students suggest materials to be acquired.	1
45	Librarian serves on textbook evaluation committees.	1
50	Library has space for viewing and listening.	1
53	Library has conference rooms and classroom.	2

To look at changes made in the school libraries visited and relate these changes to the institute attended by librarians and administrators, items in the questionnaire were regrouped and listed in one of three tables. Table 5 lists twenty-nine items on which change is dependent on persons in the school who participated in the institute, librarian and administrator. Table 6 lists seventeen items on which change is dependent wholly or partially on the behavior of others, students and teachers, etc. Table 7 lists sixteen items on which change is dependent on increased financial support or other outside restrictions.

Though the program of the institute included information and encouragement for changing almost all of the items on the questionnaire, and thus may have influenced change on any of the three tables, items directly controlled by those participating in the institute should have shown greatest change and those requiring extra financial or other support should have changed least. Tables 5, 6, and 7, show this to be the case. Percentage of all questionnaire items on which half or more of the libraries showed improvement was 65%. Percentage of Table 5 items on which half or more of the libraries showed improvement was 93%. Percentage of Table 6 items on which half or more of the libraries showed improvement was 59%, and percentage of Table 7 items on which half or more of the

TABLE 5

QUESTIONNAIRE ITEMS ON WHICH CHANGE IS DEPENDENT ON THE
INSTITUTE PARTICIPANT (LIBRARIAN OR ADMINISTRATOR)

Number	Item Statement	Number of Schools Changed
2	Library includes many kinds of materials.	9
3	Materials appropriate in reading level and interest.	10
4	Student interests considered in selection.	10
7	All areas of curriculum considered in selection.	10
8	All available information on students used in library guidance.	9
12	Librarian spends more than half time with students and teachers.	9
13	Library prepared to serve information needs of school.	9
18	Library staff promotes recreational reading.	9
19	Student assistants learn a variety of skills.	8
23	Needs of library understood by Board of Education.	9
27	Channels of communication provided by administrator.	11
28	Principal and librarian planned library program.	14
29	Principal encourages use of library resources.	13
36	Librarian has leadership role.	13
37	Librarian directs program of library instruction.	12

TABLE 5--Continued

Number	Item Statement	Number of Schools Changed
38	Librarian serves on policy and curriculum committees.	13
39	Librarian communicates with faculty.	12
41	Library scheduling is flexible.	9
44	Librarian serves as materials specialist.	12
45	Librarian serves on textbook evaluation committees.	13
46	Librarian works with reading teachers.	9
47	Librarian gives informal reading guidance to students.	13
55	Library collection is developing systematically.	9
56	Materials evaluated by standard tools and personal examination.	4
57	Written selection policy is based on School Library Bill of Rights.	13
58	Collection reevaluated in light of curriculum, etc.	9
60	Materials are efficiently organized.	11
61	Materials in classrooms listed in card catalog.	9
62	Resources of library available for home use.	7

TABLE 6

QUESTIONNAIRE ITEMS ON WHICH CHANGE IS DEPENDENT WHOLLY
OR PARTIALLY ON THE BEHAVIOR OF OTHERS
(STUDENTS OR TEACHERS)

Number	Item	Number of Schools Changed
	Statement	
1	Evidence of library program in many areas of school.	12
5	Students guided to more mature reading.	5
6	Students helped to develop taste and appreciation in viewing and listening.	9
11	Students taught library skills.	11
17	Guidance materials provided and used.	6
20	Book discussion group as a library activity.	6
21	School library as liaison between students and public library.	7
22	Special materials reserved and used by teachers.	10
30	Teachers use library's resources	10
31	Teachers inform librarian about curriculum and assignments.	13
32	Teachers encourage student use of library.	10
33	Teachers aid in selecting and evaluating materials.	8
34	Faculty Library Committee advises on policy.	4
35	Teachers familiar with community libraries.	4
40	Teachers know and use library resources.	9
42	Students use library as a laboratory.	12
43	Students suggest materials to be acquired.	3

TABLE 7

QUESTIONNAIRE ITEMS ON WHICH CHANGE IS DEPENDENT
ON INCREASED FINANCIAL SUPPORT OR
OTHER OUTSIDE RESTRICTIONS

Number	Item Statement	Number of Schools Changed
9	Evidence of cooperative program between school and community libraries.	7
10	Library provides professional materials and programs.	11
14	Library provides reference collection and sufficient space for use.	7
15	Library provides equipment and materials for library viewing and listening.	8
16	Library provides equipment and materials for home viewing and listening.	2
24	Regular and adequate library budget provided.	7
25	Staff well-qualified and sufficient in number.	6
26	Space for functional library quarters provided.	5
48	Library is well located.	1
49	Library has adequate storage space.	5
50	Library has space for viewing and listening.	7
51	Library has space for materials acquisition and preparation.	7
52	Library has space for management.	8
53	Library has conference rooms and classrooms.	4
54	Library quarters are attractive, comfortable, etc.	4
59	Materials are purchased throughout school year.	5

libraries showed improvement was 19%.

Changes in the libraries studied were undoubtedly influenced by many factors, such as receipt of federal funds, failure to pass a bond issue, teacher resistance or influx of new teachers, major remodeling of school, etc. These factors should have had less effect of Table 5 items, however, than on Table 6 and Table 7 items. Since items on Table 5 had a notably higher percentage of change than items on the other tables, a definite relationship between institute participation and change was assumed.

CHAPTER V

ANALYSIS OF CHANGE IN PERCEPTIONS OF SCHOOL PERSONNEL

Change in Librarian Perceptions

Section I. Purpose

There was a change upward on each item under Purpose on the checklist for one or more schools and a change downward on all except two of the items for one or more schools. Upward changes were consistently greater than downward changes. Responses on all items in this section are notable.

Item 1. The library promotes reading for enjoyment.

Four libraries moved up one point on the rating scale, two moved down one point, and nine made no change. Five of the nine, however, had rated this item as excellent on the pre-institute visit, and the remaining four had rated it good. Only one school library rated less than good on the second check. Librarians apparently considered this traditional library purpose a valid one which was being achieved satisfactorily by most of them.

Item 2. The library provides books of information for reference use in the library. Five libraries moved up

a total of six points, three moved down, and seven showed no change. Four of the latter were initially rated as excellent, the highest point on the scale used. No school was rated less than good on the second check.

Item 3. The library provides a quiet place to study.

Six libraries moved up a total of eight points, three moved down a total of four points, and six showed no change. One of the latter maintained an excellent rating, one remained at fair, and the other six libraries were rated as good. Only two schools rated less than good on the second check. Items 3 and 6 registered the greatest loss in this section.

Item 4. The library provides book and non-book resources for all areas of the curriculum. Seven libraries changed upward a total of nine points, three moved down one point, and five were unchanged. None of the latter was rated as excellent, and only two held good ratings. Two remained poor according to the librarians' perceptions. Six libraries achieved or held ratings of good on the second check, but nine rated less. Three rated poor. This is a relatively recent purpose for the school library.

Item 5. The library provides materials for the individual interests and needs of all students. Four libraries moved up one point each, none moved down, and eleven were unchanged. One of the latter rated excellent and therefore, could not show change on the scale used.

One remained at poor. A total of five rated less than good on the second check. Item 5 has long been a stated purpose of the school library; however, it has gained a broader interpretation in recent years as the understanding of individual differences in student interests and abilities has grown and the availability of materials to meet these needs has increased. Librarians reflected a need for continued improvement toward achieving this purpose.

Item 6. The library provides materials for the curricular needs of all students. Five libraries changed upward by a total of six points, four moved down one point, and six made no change. Four of the latter rated good and two rated fair. Four libraries rated less than good on the second check. This item and item 3 revealed the greatest losses of the section.

Item 7. The library provides an opportunity for the development of library and study skills. Nine libraries moved up a total of eleven points, one moved down a point, and four were unchanged. Three of the latter rated good, but none was rated excellent. Three libraries were rated less than good on the second check. One showed no response on the first check, and therefore, could not be compared for difference.

Item 8. The library provides professional materials for teachers. Five libraries moved up a total of eight points which included a gain of three points on the rating

scale for one library. None moved down on the scale though ten showed no change. All of the latter had a possibility of change since none of them had been rated excellent. Only one of the libraries maintained a good rating and twelve rated less than good on the second check. Item 8 was given the lowest overall rating of the section. It is a relatively recent purpose for school libraries.

Section II. Services and Activities

There was some gain on all except item 7 and there was some loss on all except item 1. Responses for each item should be noted.

Item 1. The library checks books out for home use. This item was consistently rated high. Only one library showed change, and that upward. On the second check, one good and fourteen excellent ratings were found.

Item 2. The library provides reference service for users. There was little change, one point up and two points down, on this item. All libraries were rated good or excellent on the second check. Both circulation and reference services are well-established library practices.

Item 3. The library provides non-book materials for classroom use. This is a relatively new library service and one which received considerable emphasis during the institute. Eight libraries gained a total of eleven points on this item with one library moving up three points.

Three libraries lost a point each on the second rating, and four libraries showed no change. Net gain was eight points though no library was rated higher than good on the second check. Still, this was one of two items on which greatest gains were made.

Item 4. The library provides non-book materials for home use. A gain of six points was made in four schools, but three of these were registered for one school. Eight libraries showed no change, and two showed losses on the second check. The losses are difficult to understand unless they represent a more careful appraisal on the final check than on the first. Low ratings might be expected for this relatively new service, and they are found on item 4. Only one school library rated good on the second check, and four schools continued to have no services of this type. One librarian did not respond to this item on the first check.

Item 5. The library distributes such equipment as projectors, TV sets, record players to all areas in the school. This item showed an increase for two libraries, one of them moving from fair to excellent. Two libraries moved down three points each, and eight showed no change. Information gathered during visitations indicated that this sharp drop in rating in the two libraries was the result of a more careful or realistic appraisal by the librarians on the second check rather than as a curtailment

of previously offered service. Only five of the libraries were performing this service satisfactorily, according to librarians on the second check. Two librarians failed to respond to this item, one on the first and one on the second check.

Item 6. The library is open to students and teachers before and after school and throughout the day. There were generally more favorable responses on this item. Though eleven made no change in rating, ten of those were rated excellent and, therefore, could not show improvement on the scale. Three libraries moved up one point and one library moved down two points. According to observations made pre- and post-institute, no change was made in hours of service in this library. There apparently was a change in the librarian's interpretation of the item, for on both visits the library was found to be open to individual students coming from study hall but not to class groups. The latter rating was probably the more accurate. Only one library rated less than good on item 6 on the second check.

Item 7. The library distributes textbooks. Thirteen of the fifteen libraries in the study do not offer this service. No libraries moved up the scale on this item, one moved down two points, and fourteen showed no change.

Item 8. The library provides reading guidance for individual student users. Three libraries moved up a total of five points, five moved down a total of six points,

and seven remained unchanged. Of the latter group, only three had excellent ratings and thus no possibility of registering change. Provision of reading guidance to individual students is a traditional service of the school library, but apparently one in which librarians still saw considerable need for improvement. Nine libraries were rated as less than good on reading guidance services. There was a net loss of one point on the ratings of the fifteen libraries.

Item 9. The library provides reserve collections as requested by teachers. Seven libraries made a total gain of eleven points with one library moving from none to good on the scale. Two libraries showed a loss of five points with one library losing four of these. Six libraries showed no change, but eleven libraries were rated good or excellent on the item which is a well-established service in most school libraries.

Item 10. The library serves as a center for the production of teaching materials such as mounted pictures, magnetic tapes, transparencies, etc. This is a new concept which was not even established as a library function when Standards were written in 1960. Yet, seven libraries moved up a total of fourteen points with one library accounting for three of the gains as it apparently changed from no production of materials to good service in this area. Only one library showed loss of a point, and seven

libraries showed no change. The increase of thirteen points on this item, largest gain shown in the area of Services and Activities, can be directly related to the instructional program of the institute. Though eight libraries continued to rate production services as poor or nonexistent, and three others have only fair ratings, there has been notable progress in this phase of the library program.

Item 11. The library sponsors an effective book discussion group. There were four points up and three points down from the first check for a net gain of one point. Only one library appeared to have even a fair program of this type. Ten libraries had none according to the librarians in the study.

Item 12. The library sponsors an effective student librarians' club. This aspect of the library program appeared to be improving. Five libraries registered a total gain of nine points with one library accounting for three points. Only one library showed a loss, and one showed no response on the second check. There was a net gain of eight points though only four libraries were rated good or excellent on this activity.

Greatest gains in the section on Services and Activities were made in two relatively new areas of service, provision of non-book materials for classroom use and production of instructional materials in the library; in a

well-established service of providing reserve collections for teachers; and in an activity for students serving as assistants.

Section III. Facilitators

The first six questions in this section relate to the school administrator as a facilitator of the school library program. Librarians' perceptions changed noticeably in items 1, 3, 5, and 6.

Item 1. The school administrator provides space for a school library. Six libraries made a gain of eight points, two libraries made a loss of two points each, and seven were unchanged. Neither of the two libraries which were rated lower on this item really lost space according to the writer's observations, but the librarians in both of these situations gained a better understanding of space needs for their libraries during the institute. Ten librarians rated administrator support for space as good or excellent.

Item 3. The school administrator provides clerical help for the school library. Gains were made in only four schools. Two of the four, however, each made three point increases, indicating the importance the librarians placed on this assistance. Four librarians, some of whom had considered student assistants as clerks before the institute, rated this item lower by five points total. This showed

a more realistic appraisal of the situation on the second check. Eight libraries still rated less than good on the provision of clerical help.

Item 5. The school administrator encourages students and teachers to use the school library. The greatest gain from pre- to post-institute rating in this section of the checklist was made on item 5. Eight librarians noted a total gain of thirteen points, only one noted a loss of one point, and six saw no change. All of the latter group, however, had rated the item as excellent on the first check and thus could not show upward change. The post-institute check showed no library rating less than good on this item.

Item 6. The school administrator supports the librarian's role in matters concerning selection and use of materials and the management of the school library. There was also a noticeable increase on this item, with six libraries gaining a total of seven points. Only one point was lost on this item. Eight of the libraries showing no change had pre-institute ratings of excellent. There was no post-institute rating of less than good.

Though increased financial support may not have been available to effect greater changes in items 1, 3, and 4, the gains and high ratings on items 5 and 6 seem to indicate that institute participation by the administrators increased their understanding of their role in the library program and the librarians' appreciation of administrator support.

Items 7 through 10 relate to the teacher's role as facilitator. Changes in this area made all of these items worth noting.

Item 7. The teachers encourage students to use the library for class assignments. There was a total gain of five points in four schools, but a loss of six points in five schools. The latter probably indicated a more realistic appraisal of teacher participation than librarians made on the first check. Nine libraries were rated good or excellent on item 7 at the second check, and none was rated as less than fair.

Item 8. The teachers encourage students to use the library for reading for enjoyment. Six librarians noted a total increase of eight points and four noted a total move downward of five points. Twelve of the fifteen libraries showed good or excellent teacher support on item 8 with the second check.

Item 9. The teachers plan with the librarian before beginning a unit of work to be sure all available materials will be used effectively. The greatest gain of the items on teacher support was made on item 9. Improvement was registered in seven libraries for a total point gain of thirteen. Three libraries showed gains of two points each, and one showed a four-point gain. Only one library showed the loss of a point on item 9, but seven appeared unchanged. Of the latter, two libraries were rated poor

and four were rated fair.

Item 10. The teachers help in the selection of materials for the school library. Five libraries gained seven points. One of these changed upward from poor to excellent in the librarian's perception. Four schools showed a downward change of one point each.

Some improvement was revealed in each of the four preceding items, but improvement was still needed in teacher-librarian planning and teacher involvement in selection of materials.

Of the remaining seven items in this section on Facilitators, items 11, 14, 15, 16, and 17 showed considerable change.

Item 11. The librarian orders books and other materials for the school library. Five libraries made a total gain of eight points and two had a loss of one point each. Eight did not change, but post-institute ratings showed all libraries as good or excellent on this item.

Items 14 through 17 all show the librarian in a role which may take him out of the library and into other areas of the school and community. This is a relatively new concept of school librarianship and one emphasized in institute instruction. It is significant that largest changes in the librarians' perception of their role as facilitator were in these four items.

Item 14. The librarian plans with the principal and

the teachers for a desirable library program. This item was rated ten points higher in seven libraries on the second check. One of these registered a change from poor to excellent. Three showed a downward change of four points, and five remained unchanged. Of the latter group, two rated excellent and two rated good, providing little possibility for change.

Item 15. The librarian talks to classes about the use of the library. A total increase of nine points in seven libraries was made. Two ratings moved downward one point each, and six showed no change. Two of the latter group were rated excellent and two good. On the post-institute check, nine libraries rated good or excellent.

Item 16. The librarian coordinates a school-wide program of library instruction. Eight libraries gained a total of twelve points. One of these changed from poor to good. One library showed a one-point loss. Six did not change according to the librarians' perceptions, but only one of these was rated excellent and one good. Two of those unchanged were considered poor, and one was rated none. There was still considerable need for improvement in coordinating a school-wide program of library instruction.

Item 17. The librarian locates and when possible, borrows materials needed by the teacher and not available in the school's library. Eight libraries made gains of

fifteen points total. One of these moved all the way from none to excellent on the scale for a gain of four points. Four libraries made two-point gains in this area. Two libraries remained at none, and one of the three libraries showing downward change rated none on the second check. One library remained at good and one at fair. Of this part of the section on Facilitators, item 17 showed the greatest change upward. It also ranked with item 14 in having the greatest number of downward changes. The latter were considerably less than the gains.

Section IV. Users

The section on Users can be divided into two parts. The first six statements refer to teacher users. Responses on three in each group showed change, according to librarians.

Item 1. Students use the library to read for fun.

Upward changes in six of the fifteen libraries were made for a total of eight points. One library, which registered a three-point gain on this item, changed from closed to open stack storage of materials following the institute. Understandably, this increase in accessibility would make using the collection for non-curricular purposes much easier and more enjoyable.

Four libraries changed downward one point each, and five made no change. Four of the latter group, however, had excellent ratings on the first check. On the second

check, twelve of the libraries had good or excellent ratings on student use for recreational reading.

Item 2. Students use the library for class assignments. This item also had six libraries moving up for a total of eight points and down for a total of four; however, only two libraries were responsible for the lower ratings. The one library accounting for three points loss was rated more realistically on the second check since it did not appear to be used for classroom assignments to any extent. Seven schools, one rated excellent and six rated good, remained unchanged.

Item 4. Students use the library for viewing and listening activities. Five libraries moved up a total of nine points for the greatest increase on student user items. Three moved down one point and seven remained unchanged on item 4. Unlike those unchanged in items 1 and 2, however, six of the seven in this category on item 4 were rated none. Viewing and listening are new uses for the school library. Though more than half of the schools did not show this type of use according to the librarians, at least one-third of the libraries were changing to include student viewing and listening.

Item 7. Teachers use the library by bringing classes to it. Six libraries increased for a total of ten points in this type of use. Two libraries dropped a point each and seven, some rated high and some low, did not change.

This was not a new idea in school library use, but it was still increasing as a way of utilizing the library's resources.

Item 8. Teachers use library resources in planning lessons. Eight libraries were rated one point higher on the second check. This seems a notable improvement in utilization since seven had rated poor on the first check. More teachers appeared to be using the school library to plan lessons.

Item 10. Teachers use the library for a multi-media approach to teaching. The greatest total increase in the section as well as the largest number of libraries involved in upward change were seen on this item. Eleven school libraries moved up a total of thirteen points. Two remained the same as on the first check, one at poor and one at fair, and one library lost a point. No response on the second check for one library eliminated it from possible gain. Two-thirds of the total number had moved into fair or good columns by the second check to identify the majority of the schools in the study with a multi-media approach to teaching.

Use of non-printed resources has been the most notable change in library utilization by both students, item 4, and teachers, item 10. The institute program emphasizing as it did this kind of use may have influenced this change.

Section V. Resources

Three kinds of resources have been considered in the checklist. The first four items treat the librarian as a resource, items 5 through 12 relate to the library facilities, and items 13 through 15 concern the materials collection. Librarians saw some changes occurring in every item, but only two of the first group, six of the second, and one of the last changed enough to merit comment.

Item 1. The librarian gives book talks or tells stories to groups. On this item ratings changed upward in five libraries for a total increase of six, changed downward one point, and remained unchanged in eight of the fifteen libraries. One librarian did not respond on the second check. Though there was a net increase of five points on this item, seven libraries still did not include this service by the librarian on the second check. Four of the five libraries showing improvement were elementary or junior high schools. Apparently, this is an activity which played little part at the high school level.

Item 4. The librarian is a specialist in non-book materials. Here there was more general change. Ten of the libraries improved on this item for a total gain of fifteen points, one lost a point, and three remained the same on both checks. One librarian did not respond to the item on the first check though she rated it fair on the second. Of the three libraries which did not change, two

were rated fair and one good by librarians. At the final rating, only one librarian saw herself as less than fair as a non-book materials specialist, and even this librarian noted a beginning upward change. Response to this item showed a marked change in the librarian's self image which was probably influenced by institute participation.

Item 5. The library facilities include enough seating space for library users. There were increases in seven libraries for a total gain of eight points. Four librarians, who first rated this space item high, gave a lower rating to it on the second check. One librarian lowered her rating by three points. In every case, this decrease showed a more realistic appraisal of actual library conditions than did the first.

Of the four libraries which did not change in the rating by librarians, two were marked excellent and two were seen as poor. Though there had been some improvement in seating space provided in the libraries in this study, there was still considerable variation in the way this criterion of library service was being met in Oklahoma.

Item 7. The library provides conference rooms for small group activities. Only four libraries improved for a total gain of five points, but only one library moved down a point. Ten did not change. Of the latter group, seven remained at none. On the final check, only one library rated excellent, one rated good, and four rated

fair. Nine of the libraries in the study had no conference rooms or poor conference rooms for small group activity.

Item 8. The library provides a comfortable, pleasant place to study or read. Twelve points were gained in seven libraries. One of these showed a change from none to excellent, but others showed more modest and realistic increases of one or two points. A total of four points downward came from two libraries. One of these showed a three-point loss which corresponded with their three-point loss on item 5. School Fourteen was seen by the librarian as providing poor or no facilities in seven of the eight items in this section of the checklist. Of the six libraries showing no change on item 8, three were already excellent, two were good, and one was fair. Most of the libraries provided a comfortable setting for reading or study according to the librarians' perceptions.

Item 9. There is provision for individual listening in the library. Four libraries were changed by a total of ten points. Two of the librarians registered maximum changes of four points on provision for individual listening. Two showed their school libraries as less effective by one point on this item. Of the nine which did not change, seven remained at none and two remained at excellent. In spite of a net upward gain of eight points, nine libraries provided for no individual listening according to librarians. However, where it was provided, most

librarians felt that facilities were excellent.

Item 10. There is provision for individual and group viewing in the library quarters. Five libraries increased a total of eleven points, no libraries lost points, and ten were unchanged. Though seven of the libraries continued to provide no facilities for viewing, another seven were providing them in a manner which librarians rated fair or better. One library remained poor in its provision for viewing, according to the librarians. Item 10 marks a move toward viewing activities as a part of the school library program.

Item 11. There is sufficient storage space for books and other materials. Four libraries increased a total of six points. Five points were lost in four libraries, however, and seven libraries did not change. On the final check, five librarians rated storage provisions as poor, four rated them fair, and six rated them as good or excellent. Improved storage was still a need in most libraries, according to librarians.

Item 13. The library collection improves each year. Five libraries listed gains of six points total. Three libraries lost a point each, and seven did not change in rating. All of the latter were good or excellent on the scale, however. The three downward changes were from excellent to good, probably a more realistic appraisal of the actual situation. All librarians felt their collections

made good or excellent improvements annually.

Items 14 and 15 relate to specific types of material and specific subject areas respectively. Though not all categories were checked, in general, the librarians rated their collection of printed materials high and their collection of newer media, especially tapes, films, realia, and community resources files, low. They rated collections of literature, fiction, history, and biography as high and collections of mathematics, social science, religion, and philosophy as low.

Summary

Librarians rated their libraries as improving on all sections of the checklist: Purpose, Services and Activities, Facilities, Users, and Resources. Items representing components of traditional library programs such as students' reading for enjoyment, teachers' bringing classes to the library, librarians' selecting materials for the library, providing reserve collections for teachers, providing reference services and circulation of books showed little change but maintained high ratings.

Newer concepts of library programs, in general, rated lower than the more traditional ones, but showed greater upward change. This change was not universal, but occurred consistently in several libraries.

Indicative of the trend toward librarians' acceptance of the broader concept of a school library program

emphasized during the institute were the responses to ten items on non-printed resources and services related to them as shown in Table 8. In the table, only item 5 under Services and Activities showed a negative change. All others showed marked improvement in the semester following the institute.

Greatest growth in important program components other than those in Table 8, were seen in the following areas:

Library and study skills (I, 7)¹

Provision of professional materials for teachers (I, 8)

Student librarians' club (II, 12)

Administrator support of library program (III, 5 and 6)

Teacher-librarian pre-planning (III, 9)

Librarian-principal-teacher planning to total program (III, 14)

Librarian talks to classes (III, 15)

Librarian as liaison to resources outside school library (III, 17)

Teachers use of library in lesson planning (IV, 8)

Librarian gives book talks or tells stories (V, 1)

Space provision for individuals and small groups (V, 5)

Space provision for individuals and small groups (V, 7)

¹Throughout the study a Roman numeral followed by an Arabic numeral has been used to refer to a specific section and item on the checklist.

TABLE 8

RESPONSES TO TEN ITEMS ON NON-PRINTED RESOURCES AND RELATED SERVICES

Section No.	Item No.	Upward Change		Downward Change		Unchanged
		No. Schools	No. Points	No. Schools	No. Points	No. Schools
I	4	7	9	3	13	5
II	3	8	11	3	3	4
II	4	4	6	2	2	8
II	5	2	3	2	6	9
II	10	7	10	1	1	7
IV	4	5	9	3	3	7
IV	10	11	13	1	1	2
V	4	10	15	1	1	3
V	9	4	10	2	2	9
V	10	5	11	0	0	10

Some items showed both low ratings and little change, reflecting a continued lack of acceptance on the part of the librarian as a vital program component. Item 7 under Services and Activities relating to distribution of textbooks and item 9 also under Services and Activities relating to book discussion groups are examples of this.

Change in Administrator Perception

Section I. Purpose

Administrators viewed the purposes of the school library in a fairly positive way. They saw some upward change on each item though no net improvement on two. Responses to six of the eight items are notable.

Item 1. The library promotes reading for enjoyment.

An upward change of one point each was registered for five libraries, a loss of two points was seen for one library, and no change was found for the remaining nine libraries. All of the latter group were rated good or excellent, however, and no library rated less than fair. The overall rating of this item was favorable.

Item 2. The library provides books of information for reference use in the library. Gains of one point were made for each of six schools, and losses of one point in one library and of two points in another were seen. Six libraries did not change. As in item 1, no library rated lower than fair. Only two rated lower than good.

Item 3. The library provides a quiet place to study.

A net loss of three points was made. Three libraries moved up one point each and five moved down a total of six points. Seven libraries did not change. Response to this item is indicative of a changing concept of the purpose of the school library. Loss in this area was balanced by gain in some others, including the next item.

Item 4. The library provides book and non-book resources for all areas of the curriculum. This item showed an increase of eight points in six libraries. Only one library moved downward though eight libraries remained the same on the second check. Two of these were rated poor, two were fair, and four were good. Net gain in all libraries was seven points, a notable increase in this relatively recent purpose for a school library.

Item 7. The library provides an opportunity for development of library and study skills. Six libraries gained a total of seven points. There was a five-point loss in four other libraries, and there was no change in the remaining five. This item which fixes the library as a part of the instructional program of the school was viewed as good or excellent by ten of the fifteen administrators.

Item 8. The library provides professional materials for teachers. This item also showed a gain of seven points in six libraries and no change in five. Downward change

totaled six points and occurred in four schools. Though totals were quite similar for items 7 and 8, only six administrators responded with the same number of points of upward or downward change or remained unchanged on the two items, and only one administrator responded exactly the same on both items. Totals alone cannot adequately describe the changes being made.

Section II. Services and Activities

Ten of the twelve items on Services and Activities showed responses which merit discussion.

Item 2. The library provides reference service for users. An increase of one point was seen for each of seven libraries, a loss of one point in each of two other libraries, and no change in the remaining six. Net gain was five points.

Item 3. The library provides non-book materials for classroom use. There were upward changes in ten school libraries totaling eleven points. Two libraries moved down a total of three points, and three other libraries did not appear to change. In all three of the latter group, administrators rated the libraries as good. Thus improvement or high ratings were noted by administrators in all but two situations.

Item 4. The library provides non-book materials for home use. There was an increase of nine points in seven libraries, a loss of four points total in three other

libraries, and no change in four. One administrator did not respond on the second check. Though only three schools were considered to offer good service of this kind, the net increase of five points indicated progress was being made in non-book circulation.

Item 5. The library distributes such equipment as projectors, TV sets, record players to all areas in the school. An upward change in seven schools totaled ten points. Only one school library was seen to change downward, indicating, in this case, a more realistic appraisal of the situation than made on the first check. Seven libraries did not change on the scale with two remaining at the highest level and four remaining at the lowest level. On the second check, administrators in seven schools saw equipment distribution as good or excellent.

Item 6. The library is open to students and teachers before and after school and throughout the day. A gain of seven points in four schools and a loss of four points in three other schools were made. Eight libraries did not change on the scale. By the second check, twelve of the libraries were rated good or excellent on availability during the school day.

Item 8. The library provides reading guidance for individual student users. Improvement in four libraries totaled eight points on this item. There was a seven-point loss from four schools with one library accounting

for four points. This apparent switch from excellent to none is difficult to explain since no such change was evident to the observer. Two administrators did not respond to this item, one did not rate the library on the first check and another did not mark it on the second check. Though net gain for item 8 is only one point, ten administrators viewed reading guidance as good or excellent on the second rating.

Item 9. The library provides reserve collections as requested by teachers. An upward change was seen in five libraries for a total gain of eight points. One library showed a loss of one point, and another registered a loss of four, making a total reversal in rating which can not be accounted for logically. Six schools did not show change and two were rated only once. One administrator failed to mark this item on the first check and another on the second. Again, ten administrators rated this service as good on the final check.

Item 10. The library serves as a center for the production of teaching materials. The greatest upward change and the largest net gain in this section were accorded to item 10. Nine libraries showed a total gain of fifteen points on this item. Two libraries lost a total of three points and three showed no change. Two of the latter group remained at none and the third maintained a good rating. One administrator did not respond on the first check, but

his rating of none on the second check indicated no production activity of which he was aware. In spite of the large gain in rating from first to second check, only four schools were rated good on the final check of this item. The move toward production services can be noted, however.

Item 11. The library sponsors an effective book discussion group. This item was rated higher by a total of twelve points in six schools and lower by two points in one. Six libraries showed no change and two were not rated by their administrators. In spite of a large net gain on this item, ten points, only two administrators rated their libraries as good on the second check. There is a trend indicated here toward another dimension in library service which was not functioning in most school libraries at the time of final observation.

Item 12. The library sponsors an effective student librarians' club. Noted because of the large downward change, this item showed four libraries receiving a total point loss of eleven. Another four showed a gain of seven points, and five showed no change. Two administrators failed to respond to this item. Seven felt there was no student librarians' club in their school on the second check. The large negative shift on this item probably indicates change in the administrator's knowledge and understanding of the school library program rather than a change in policy.

As in section I, there was an overall gain in this section.

Section III. Facilitators

The section on Facilitators can be divided into three groups. The first six items concerning the administrator and the next four concerning the teacher are notable for their downward rather than upward change.

Item 1. The school administrator provides space for a school library. There was a loss of nine points in seven libraries. Only three libraries made gains of one point each, and five libraries made no change on the rating scale. Though there were few actual changes in the space provisions of the libraries in the study, administrators gained information and an understanding of library space requirements during the institute which probably caused several to reappraise their own school library facilities and to rate them lower on the scale. This better understanding by administrators is, in reality, a step toward improved library facilities.

Item 3. The school administrator provides clerical help for the school library. This item also showed a decrease of nine points. Six schools accounted for the downward change. Four schools each made one-point gains and four made no change on the rating scale. No response was made by one administrator on the second check. The net loss of five points on this item was probably because

earlier high ratings had been based on student rather than adult clerical help. Institute sessions emphasized the need for adult, paid clerks.

Item 4. The school administrator provides an adequate budget for the purchase of library materials. A loss of six points in five libraries was seen, and one-point gains were found in only two libraries. Eight libraries registered no change on the scale. Again, administrators apparently changed their perception of what an adequate library budget is rather than actually reducing the budget in their libraries. In no case did such a reduction occur. Allocations which had seemed good or excellent before the institute experience were later seen as less satisfactory in relation to national standards.

Items 5 and 6 relating to the school administrator's support of his library program and the librarian's role reflected little change from pre- to post-institute checks. There is a gain of three points and a loss of two on item 5 and a gain of four points with a one-point loss on item 6. However, administrators tended to rate both of these items high even on the first check. Only one rating of less than good was registered on the second check for these items although three administrators failed to respond on the post-institute check. Strong support for their library programs was perceived by most school administrators.

Item 7. The teachers encourage students to use the

library for class assignments. This item received a lower rating by five administrators for a total loss of six points. A one-point gain in two schools, and no change registered for eight gave a net loss of four points. Administrators did not see teacher encouragement of student use as poor, however. All changes up or down brought the ratings on this item to either good or fair, a realistic evaluation in most cases. Only one of the libraries which showed no change was rated as excellent.

Item 8. The teachers encourage students to use the library for reading for enjoyment. A similar response to that of item 7 was given by most administrators. Total points lost were five, total gain was three, and seven remained unchanged. Again, all changes brought the rating to good or fair. One unchanged rating was excellent. Most administrators saw teacher facilitation of library usage as satisfactory but not outstanding.

Item 10. The teachers help in the selection of materials for the school library. There was a loss of eight points in six schools according to administrator ratings. A total gain of four points was made in three schools, and five schools showed no change. In spite of the net loss of four points, administrators rated all libraries except one as good or fair on the second check. The exception received an excellent rating as a result of a two-point increase.

In the final group of items in this section notable increases were seen on three and an important high was maintained on one.

Item 14. The librarian plans with the principal and teachers for a desirable library program. This item registered an increase of four and a loss of three points with no change shown in the remaining libraries. However, it is important to note that all but two of the schools rated good or excellent on the second check of this item and that the remaining two were marked fair. As on items 5 and 6 of this section, administrators perceived a positive though little-changed relationship with their librarians.

Item 15. The librarian talks to classes about the use of the library. An upward change in five libraries for a total gain of seven points was seen. There was a loss of three points in two schools, and no change was registered for six libraries. Two administrators did not respond on the first check but both rated their libraries as good on the second check. Only one school received a rating of less than good on the final check. Thus, administrators perceived this facet of the librarian's role as satisfactorily performed.

Item 16. The librarian coordinates the school-wide program of library instruction. The largest gain in this section of the checklist was accorded item 16, a total of sixteen points from nine libraries. Loss was shown in

three schools--four points in one, two points in another, and one point in the third. The remaining three schools which showed no change were rated good or excellent. In spite of the greater gain registered in item 16, only nine schools rated good or excellent on the final check as compared to the fourteen schools with good or excellent ratings on item 15. This points up the necessity of describing not only gain and loss, but the actual level of the rating in order to interpret results of the study.

Item 17. The librarian locates and when possible borrows materials needed by a teacher and not available in the school's library. A gain of six points and a loss of four were found. Surprisingly, one school registered a four-point loss while another registered a four-point gain on this item. This complete switch plus the fact that five administrators failed to respond to one or the other of the checks on this item seemed to indicate a lack of clear administrator perception of interlibrary loan activities and of the librarian's role as liaison with resources outside the school.

The section on Facilitators showed a net loss overall of five points indicating in most cases, a more realistic appraisal following the institute.

Section IV. Users

This section is divided into a group of six items about student users and a group of four items about teacher.

users. Both upward and downward changed can be noted.

Item 1. Students use the library to read for fun.

There were an increase of eight points from seven libraries and a loss of four points from three libraries for a net gain of four points. Five libraries remained unchanged on the rating scale. On the final check eight libraries were rated good or excellent while seven were rated in these categories on the first check. Little actual change had taken place in administrator perception of this item.

Item 2. Students use the library for class assign-

ments. An upward change in six schools for a total gain of seven points and a loss of one point in each of three schools were found, making the net gain four points. No change was registered in six schools. Though net gain was the same here as for item 1, administrators gave assigned use of the library a higher rating overall than they gave to reading for fun.

Item 3. Students use the library for exploring

their individual interests. Six points from five libraries were gained, and four points were lost in three libraries. Six showed no change from first to second rating, but four of the latter group were rated good or excellent and had little or no possibility of upward change. One administrator did not respond to this item on the second check but all other libraries rated no less than fair on that check.

Item 4. Students use the library for viewing and listening activities. A total increase of three in two libraries and a loss of seven in five libraries were seen. Net loss was four. Six libraries showed no change and two were not marked on this item by the administrators. In general, administrators did not perceive their libraries as promoting viewing and listening activities. Only one school received a good rating on this item on the second check. However, observation of libraries revealed little if any actual negative change in viewing and listening in the libraries.

Item 5. Students are skillful in locating materials in the library. There were improvements in five schools for a total gain of six points. Two schools lost a total of three points, and seven schools did not show a change from one check to the next. One administrator did not respond on the second check. Generally, administrators rated students high on locating materials. Only two schools were rated poor on the second check.

Item 6. Students are skillful in using materials located in the library. There were ratings similar to those on item 5. There was a gain of six points in five schools, and there was a total loss of four points from four schools. Four others did not change on the scale, and two were not rated on one of the checks. Most ratings were good or fair on the second check though one was

excellent and one poor.

Item 7. Teachers use the library by bringing classes to it. Lower ratings were received on four schools for a total loss of nine points. Two schools showed a one-point increase and nine did not register change. Losses, in general, revealed a more accurate picture of actual situations rather than a change in practice by teachers. On the second check, nine schools rated good or excellent, four rated fair, one rated poor, and one none.

Item 8. Teachers use the library resources in planning lessons. This item had a downward change in four schools for a total loss of five points. Two schools moved up one point, and seven made no change on the scale. Two administrators failed to respond to this item on one or both of the checks. Administrators did not view teachers as making great use of the library in lesson planning. Six fair ratings and three poor plus the two unmarked gave a rather negative evaluation.

Item 9. Teachers use the library for professional reading. Both upward and downward changes were seen. Four schools moved up a total of six points but six moved down a total of eight points. Two schools showed no change on the scale, and three schools were not rated on one or the other of the checks. Administrators take a relatively negative view of this teacher use of the school library. Only one school was rated good, and none was rated excellent.

Six were rated fair, but the majority of schools were rated poor or none on this item.

In this section there was a small net loss of one point. In most cases this did not indicate a low appraisal but rather a middle rating of fair to good. Evaluated most negatively were items 4, 8, and 9. Administrators did not see satisfactory use of the library for student viewing and listening or for teacher lesson planning and professional reading.

Section V. Resources

This section can be divided into three types of resources. The first four items refer to the librarian as a resource. The next eight concern the library facilities, and the final group of items refer to the materials collection. Administrators recorded an equal number of shifts up and down on the rating scale for the entire section though some items tallied a gain and others a loss. Those showing notable change in either direction merit discussion.

Item 1. The librarian gives book talks or tells stories to groups. An upward shift of nine points was made in four schools with one school making a complete switch from none to excellent. Two schools moved down for a total loss of three points, five recorded no change, and four were not rated on both checks by their administrators and thus could not be said to have changed. Net

gain was six points, but there were still five schools rated none or poor on the item at the final check. The five rated good or excellent on the post-institute check as compared with one rating at this end of the scale on the first check indicates that some administrators sensed improvement had been made on this item.

Item 4. The librarian is a specialist in non-book materials. There was a six-point gain from four schools with one accounting for three points' change. One school showed a one-point loss, seven remained at the same level on the scale, and three had no response on this check. In general, administrators looked favorably on the librarian as a non-book specialist for there was only one rating of poor on the second check though two of the administrators who made no response on this check had rated their librarians low on the first check. What is perhaps more surprising is that eight administrators rated librarians at the good or excellent level on the first check though not all of these appeared to the observer to be functioning satisfactorily in this role.

Item 5. The library facilities include enough seating space for library users. This item showed considerable change in both directions. Five schools shifted up a total of seven points and six schools moved down a total of nine points on the scale. Three of the remaining four libraries which showed no change were rated good and one

was rated fair.

Some of the libraries in the study made actual gains in space and these are reflected in the administrator's second rating. The reappraisal others made following the institute accounts for the four poor ratings on the second check when there was none so rated on the first check, and for the net loss of two points on this item. .

Item 6. The library has space for a library workroom. There were a six-point total loss from four schools, a two-point gain in one school, and no change in the remaining ten. The school registering upward change did gain space for this purpose. Since no school actually lost workroom space between checks, the downward changes in rating indicate a more realistic appraisal of their facilities by administrators.

Item 7. The library provides conference rooms for small group activities. This item shifted up a total of ten points in five schools, and it moved down a total of nine points in another five schools. Four schools showed no change and one administrator did not respond on the second check. Of the five schools registering upward change, only one could actually be said to have gained conference rooms. Another library already provided these though the administrator had marked none on the first check. Two other libraries gained or reallocated space so that improved conditions could be noted, and one

library had made no change at the time of the second check but had made plans for such a change in the future. No school actually lost conference room space in spite of the nine-point loss registered.

This item which could be observed more readily than some has been analyzed to illustrate the complexity involved in changing perceptions. It would be incorrect, however, to discount the perceived shifts which did not actually happen. These do affect the library's functioning, quite often to a greater extent than the more concrete quantitative changes.

Item 8. The library provides a comfortable, pleasant place to study or read. A total loss of ten points in seven schools and a gain of five points total in two other schools were seen. The latter was prompted by actual space gain while the large downward change probably reflected a changing concept of the school library and parallels the downward change noted on item 3 under Purpose. Five schools did not show change. In spite of the net loss of five points, only two schools had ratings of less than fair on this item. Though recognizing a change, most administrators did not appear dissatisfied with it.

Item 11. There is sufficient storage space for books and other materials. A ten-point loss from a total of six schools was found. Four schools registered a gain of five points, and five schools showed no change on the

scale. Those registering improvement actually gained space, but those showing a downward shift apparently did so because of a better understanding of storage needs in a library of today.

Items 9, 10, 12, and 13 showed equal shifts up and down for no net gain or loss. Item 13 did indicate approval by administrators since fourteen rated this item as good or excellent on the second check.

In general, administrators viewed the librarian and the collection as satisfactory in several ways. In the few cases in which structural changes or a move to better quarters had been possible, administrators had acted to facilitate the change and had reacted on the checklist to the improvement. In other cases, planned changes or needed changes were the basis for administrator responses to items on facilities.

Summary

Administrators reacted favorably on the final rating to most items under Purpose. The most notable increase was registered for provision of book and non-book resources for all areas of the curriculum. Both this increase and the lower ratings on the library as a quiet place to study were indicative of a realization that library purposes were changing.

The area of Services and Activities showed gains from administrators on the provision of non-book materials and

equipment for classroom. There were some gains on provision of these materials for home use though not generally to a satisfactory level of achievement. Greatest upward gain for the section was found on service as a production center for materials. Though only four schools achieved good ratings on the final check, response to this item was indicative of administrators' changing concept of library services. Most traditional library services such as reference, reading guidance, and reserve collections were viewed favorably by administrators though there were points lost on some of these items on the final check. Administrators' responses were largely negative on the library's provision of an effective student librarians' club.

Administrators registered the most negative responses on the post-institute rating in relation to their own role of facilitator. These responses appeared to reveal that more realistic appraisals were made by administrators after the institute since no school actually lost space, staff, or financial support. Administrators noted little change in their own support of the library program and the librarian's role but these had been marked favorably on the first evaluation. Ratings on teacher participation in the library program were generally lower on the second use of the checklist. An important upward change was found in responses to the librarian as a coordinator of a

school-wide program of library instruction. As in some responses in other sections of the checklist, this revealed a more dynamic concept of the library in the curriculum.

Student and teacher use of the library showed favorable responses for some aspects but loss of points in student viewing and listening activities, teacher use of the library for planning, and teacher use for professional reading. The losses revealed again a more realistic appraisal made on the second check.

As on items concerning budget and space under Facilitators, items concerning the adequacy of library quarters under Resources were rated lower by administrators on the second evaluation. Since no seating, storage, or workroom space was actually lost, these responses were the result of a more careful and realistic rating than administrators made before the institute. Gains on provision of conference room space may have been the result of planned changes since only one of the five showing higher ratings actually had built conference room facilities. The librarian as a resource person was generally viewed favorably by administrators, as was the collection of materials.

Comparison of Administrator and Librarian Perceptions

To find areas of agreement and difference in the perceptions of librarians and administrators a comparison was made of the gains and losses on the rating scale made on each item. To complete the picture of relationship

between the two groups, unchanged but satisfactory ratings were also considered. Table 9 shows for both administrators and librarians the amount of upward and downward change and the post-institute number of high ratings, good or excellent, for each item on the checklist.

Purpose

Five items under Purpose were rated good or excellent by more than half of each group. They were:

The library promotes reading for enjoyment. (I, 1)

The library provides books of information for reference use in the library. (I, 2)

The library provides a quiet place to study. (I, 3)

The library provides materials for the individual interests and needs of all students. (I, 5)

The library provides an opportunity for the development of library and study skills. (I, 7)

Librarians and administrators appeared to agree that these were appropriate purposes for the school library and that they were being met satisfactorily. Administrators approved one more statement of purpose, item 4, "The library provides book and non-book resources for all areas of the curriculum." Though fewer than eight of the librarians viewed item 4 as good or excellent, they, as well as the administrators, tallied an upward shift of eight or more points on it.

The institute had placed emphasis on this purpose of the dynamic school library, and had included among the

TABLE 9

CHANGES IN CHECKLIST RESPONSES OF ADMINISTRATORS AND LIBRARIANS

Item	Administrators			Librarians		
	Number of Points Up	Number of Points Down	Number of Schools Rated High	Number of Points Up	Number of Points Down	Number of Schools Rated High
<u>Purpose</u>						
1	5	2	14	4	2	14
2	6	4	13	6	3	15
3	3	6	10	8	4	12
4	8	1	8	9	3	7
5	4	4	8	4	0	10
6	3	2	7	6	4	11
7	7	5	10	11	1	12
8	7	6	4	8	0	3
<u>Services</u>						
1	2	2	13	1	0	15
2	7	2	13	1	2	15
3	11	3	13	11	3	7
4	9	4	3	6	2	1
5	10	1	7	3	6	5
6	7	4	11	3	2	14
7	0	1	2	0	2	1

TABLE 9--Continued

Item	Administrators			Librarians		
	Number of Points Up	Number of Points Down	Number of Schools Rated High	Number of Points Up	Number of Points Down	Number of Schools Rated High
<u>Services</u>						
8	8	7	10	5	6	6
9	8	5	10	11	5	11
10	15	3	5	14	1	4
11	12	2	2	4	3	0
12	7	11	4	9	1	4
<u>Facilitators</u>						
1	3	9	9	8	4	10
2	3	3	14	2	3	14
3	4	9	6	9	5	5
4	2	6	8	4	3	7
5	3	2	12	13	1	15
6	4	1	14	7	1	15
7	2	6	9	5	6	9
8	3	5	11	8	5	12
9	5	4	4	13	1	6
10	4	8	9	7	4	7
11	3	3	14	8	2	15
12	3	1	14	3	1	15

TABLE 9--Continued

Item	Administrators			Librarians		
	Number of Points Up	Number of Points Down	Number of Schools Rated High	Number of Points Up	Number of Points Down	Number of Schools Rated High
<u>Facilitators</u>						
13	1	4	12	1	0	15
14	4	3	13	10	4	9
15	7	3	14	9	2	9
16	16	7	9	12	1	8
17	6	4	7	15	4	9
<u>Users</u>						
1	8	4	8	8	4	12
2	7	3	11	8	4	13
3	6	4	9	5	5	10
4	4	7	1	9	3	1
5	6	3	11	4	2	9
6	6	4	6	4	4	5
7	2	9	9	10	2	9
8	2	5	4	8	1	3
9	6	8	1	5	3	2
10	4	4	3	13	1	5

TABLE 9--Continued

Item	Administrators			Librarians		
	Number of Points Up	Number of Points Down	Number of Schools Rated High	Number of Points Up	Number of Points Down	Number of Schools Rated High
<u>Resources</u>						
1	9	3	5	6	1	3
2	3	1	14	3	2	15
3	3	1	14	4	5	11
4	6	1	9	15	1	6
5	7	9	8	8	6	7
6	2	6	6	5	5	8
7	10	9	2	5	1	2
8	5	10	8	12	4	12
9	5	5	2	10	2	4
10	6	6	2	11	0	2
11	5	10	7	6	5	6
12	6	6	12	4	6	13
13	3	3	14	6	3	15

stated institute objectives, "To evaluate book and non-book materials needed for the school library and review principles essential to their selection, organization, and use."¹ Lecture, practicum, discussion, field trips, and instructional media were utilized to achieve this objective. Thus, the program of the institute probably influenced the upward trend of item 4 seen on the post-institute check.

Librarians also approved a statement of purpose which the administrators did not. This was item 6, "The library provides materials for the curricular needs of all students." It implied an understanding of both curriculum and students interpreted through the materials collection.

In addition to item 4 discussed above, librarians marked items 3, 7, and 8 with an upward shift of eight or more points on the second check. This brought both items 3 and 7 into the list of satisfactory purposes. Item 8, "The library provides professional materials for teachers," has not been discussed before. Its wide acceptance as a valid purpose for the school library has been slow. Probably the relatively small materials budgets on which school libraries have operated in the past, and even into the present, have made it impossible to build collections

¹Oklahoma State University, Plan of Operation for "The Dynamic School Library", NDEA Title XI Institute, June 6 to July 29, 1966.

of materials for teachers. Larger budgets supplemented by federal funds and an understanding of the importance of such a service, gained during the institute, have contributed to the trend toward professional collections for the school library.

Neither administrator nor librarian groups rated any item in the section on Purpose eight points or more lower on the scale. Since all eight of the items on Purpose have been discussed as widely-accepted by one or both groups or marked by them as improving, it could be said that all items in this section have been recognized by respondents in the study as worthy purposes for a school library.

Services and Activities

There were four points of agreement in the section on Services and Activities as represented by eight or more high ratings by both administrators and librarians. They were:

The library checks books out for home use. (II, 1)

The library provides reference service for users.
(II, 2)

The library is open to students and teachers before and after school and throughout the day. (II, 6)

The library provides reserve collections as requested by teachers. (II, 9)

Interestingly, it was the administrator group rather than the librarians who filled in two more services, item 3, "The library provides non-book materials for classroom

use;" and item 8, "The library provides reading guidance for individual student users."

As with item 4, under Purpose, both administrators and librarians rated item 3 in this section eight or more points higher on the second check than they had on the first, confirming the trend observed. Administrators went even further in this direction by rating item 4, "The library provides non-book materials for home use," and item 5, "The library distributes such equipment as projectors, TV sets, record players to all areas of the school," higher by eight or more points following the institute.

Administrators also made notable upward changes on item 8, above, and on item 11, "The library sponsors an effective book discussion group." The latter was rated uniformly low by librarians, indicating a difference in perception on book discussion groups between librarians and administrators.

Another notable difference in this section was found in the response to item 12, "The library sponsors an effective student librarians' club." Librarians moved up eight or more points on this while administrators registered loss of a similar amount. One of the major points of discussion during the week administrators attended the institute was the need for staffing the library with adult clerical help. The use of student aides to take the place

of adult clerks was discouraged. Though librarians apparently interpreted the discussions as recognizing need for a good student aides program in addition to the adult clerks or discounted the arguments against aides because of established patterns, administrators seemed more inclined to discontinue aide programs or at least to see such a program in a negative light.

Librarians and administrators agreed that item 9, "The library provides reserve collections as requested by teachers," and item 10, "The library serves as a center for the production of teaching materials such as mounted pictures, magnetic tapes, transparencies, etc.," were improving. The latter item was directly related to the program of the institute which provided a practicum in production techniques.

In the section on Services and Activities, administrators marked a greater number of items as highly approved and as improving than did the librarians. They also marked three items as showing losses of eight or more points. No items were rated lower by librarians.

Items showing highest ratings in both groups were traditional school library services. Several of the items showing change were much more recently-recognized as services and were consistent with the library program advocated in the institute.

Facilitators

In the section on Facilitators, librarians and administrators showed agreement by rating twelve items as satisfactory, judged so by more than eight of each group. These items were:

The school administrator provides space for a school library. (III, 1)

The school administrator provides a librarian to direct the school library program. (III, 2)

The school administrator encourages students and teachers to use the school library. (III, 5)

The school administrator supports the librarian's role in matters concerning selection and use of materials and the management of the school library. (III, 6)

The teachers encourage students to use the library for class assignments. (III, 7)

The teachers encourage students to use the library for reading for enjoyment. (III, 8)

The librarian orders books and other material for the school library. (III, 11)

The librarian organizes materials for easy use. (III, 12)

The librarian creates an atmosphere inviting the use of the library by students and teachers. (III, 13)

The librarian plans with the principal and teachers for a desirable library program. (III, 14)

The librarian talks to classes about the use of the library. (III, 15)

The librarian coordinates a school-wide program of library instruction. (III, 16)

This listing of items considered satisfactory by half or more of the respondents omitted only five items in

the section on Facilitators and gave credit to administrators, librarians, and teachers as promoters of a good school library program.

Administrators added to their satisfactory list item 4, "The school administrator provides an adequate budget for the purchase of library materials," and item 10, "The teachers help in the selection of materials for the school library." Both kinds of program support would be valuable to a library, but the items were noticeably missing from the librarians' list, indicating that the latter group did not consider them to be functioning at a good or excellent level. The term, adequate, can be interpreted in different ways, as apparently it was by librarians and administrators responding.

Librarians added item 17, "The librarian locates and when possible, borrows materials needed by a teacher and not available in the school's library." It made a gain of eight or more points to be included on the list of satisfactory aspects of the library program. This extended service was encouraged in the institute and might have been functioning in some libraries without the principals' knowledge.

Eight or more administrators marked only one item in this section as improving, item 16 listed above. Librarians also acknowledged this as showing improvement. They marked several additional items including item 17,

mentioned above. On two of these items ratings were in direct opposition to administrator ratings. Items 1 and 3 were lower by eight or more points on administrators' checklists. The latter group appeared to be viewing the need for space and staff in the library and their record in providing it with more realism after the institute than they had on the first check.

Administrators added another item to the list moving downward eight or more points. Item 10, which was still rated as satisfactory for eight or more schools had lost a minimum of eight points on the second rating, showing some doubt as to the amount of teacher-participation in selection of library materials. Librarians did not note any loss of eight or more points on this section.

All aspects of facilitating library services found approval or showed improvement on either administrators' or librarians' lists. Only five were not cited by both groups as satisfactory. On two items librarians all gave high ratings. These were items 5 and 6 concerning encouragement of student and teacher use of the library and administrator support for the librarian. They were rated satisfactory by twelve and fourteen of the administrators.

All of the librarians rated items 11, 12, and 13 as satisfactory. On one of these, item 13, concerning the librarian's ability to create an inviting atmosphere, four administrators registered a loss. Though there were still

favorable ratings by twelve of the administrators, the loss of points on this item illustrated again the more realistic evaluation administrators were making on the second check. The institute gave them a chance to compare their own libraries with more exemplary situations.

In summary, administrators tended to give lower ratings to several items in the section on Facilitators and to the section as a whole. While most of the items were rated satisfactory by eight or more of the administrators, the downward trend was indicative of a more realistic appraisal of their own, their teachers', and their librarians' contributions toward a good library program. Librarians showed upward changes on ten of the seventeen items and a large gain in points for the whole section. As their administrators did, librarians rated most of the items as satisfactory. Only items 3 and 9 were not rated satisfactory by either group. These concerned clerical staffing and teacher-librarian planning for a unit of work.

Users

In the section on Users, librarians and administrators agreed that five of the ten items were satisfactory in at least half of the library programs studied. These were:

Students use the library to read for fun. (IV, 1)

Students use the library for class assignments.
(IV, 2)

Students use the library for exploring their individual interests. (IV, 3)

Students are skillful in locating materials in the library. (IV, 5)

Teachers use the library by bringing classes to it.
(IV, 7)

Again, these are important but traditional ways of using the library. Newer types of use, those showing greater commitment by teachers to library-centered instruction and greater involvement by librarians in curriculum, were not rated as high.

Administrators noted improvement by eight or more points on only one item in this section, item 1, listed above. Librarians also saw improvement here. Though not a new way of using the library, students reading for enjoyment is a valid use of library resources. As greater emphasis is placed on curricular aspects of the library program, it is important that recreational uses are not discouraged. Apparently, this was not happening in the school libraries studied.

There was a difference of perception on item 7, also listed above. Administrators saw less use of the library by class groups while librarians saw a gain here. This was not a pattern of use stressed in the institute program though in at least three cases, changes in library quarters made class use possible where it had not been before the institute.

Librarians saw improvement in student use of the library for assignments (2). In addition, they saw growth in three items not mentioned before and not receiving a large number of satisfactory ratings. These were:

Students use the library for viewing and listening activities. (IV, 4)

Teachers use the library resources in planning lessons. (IV, 8)

Teachers use the library for a multi-media approach to teaching. (IV, 10)

The first of these was a relatively new aspect of library use. Though seen as satisfactory by only one librarian and one administrator, the nine points gained on the librarians' rating of the item is another indication of the trend toward multi-media resources and use through the school library. This approach was stressed throughout the institute.

Improvement on items 8 and 10, as seen by the librarians, was indicative of a trend toward greater use of resources in teaching and greater cooperative planning between teachers and librarian. Leadership training given librarians in the institute could well have been related to the improvement seen here. Availability of a greater number of resources because of federal support to education and exposure to the multi-media approach through professional journals would also have been related.

Items 6 and 9 were neither satisfactory nor improving according to ratings of both librarian and administrator

groups. Response on the former which concerned students' skill in using library material indicated that library instruction had placed more emphasis on location than on use, a dubious practice in light of changing technology and library organization and of problem-solving approaches to education advocated today. Skills in use of an index, in notetaking, in questioning, and in organizing findings would be helpful to the student who uses a library organized by Dewey Decimal Classification, by Library Congress Classification, or stored in a computer.

On item 9, administrators registered a downward change which was probably due to a more realistic appraisal than to a reduction in teacher use of professional collections. Both librarian and administrator groups saw this as an unsatisfactory aspect of library utilization. Lack of recent and worthwhile professional materials, a condition existing in many school libraries, was a contributing factor. As these collections improve and are made really accessible to teachers in such areas as a teacher-planning room in the library or even teacher-lounges outside the library, use of professional materials by teachers should also improve. The recent National Education Association publication¹ recognized this need. It was used in

¹American Association of School Librarians and National Commission on Teacher Education and Professional Standards, The Teachers' Library: How to Organize It and What to Include (Washington, D. C.: National Education Association, 1966).

institute instruction. The questionnaire used did show that improvement was being made in the libraries studied.

In summary, use of the library in such traditional ways as recreational reading, class assignments, and exploring individual interests by students, and on bringing class groups to the library by teachers, generally, was satisfactory. Newer and more complex ways of using the library, such as in lesson planning and in use of multimedia approaches to teaching, were unsatisfactory but were seen by the librarian group to be improved. Students were more skillful in locating material than in using it effectively as a tool for learning. Teachers were not seen as making use of the library for professional reading.

Resources

In the final section on Resources, librarian and administrator groups agreed on five items as satisfactory in more than half of the libraries studied. They were:

The librarian is helpful to students and teachers using the library. (V, 2)

The librarian is well-prepared as a book specialist. (V, 3)

The librarian provides a comfortable, pleasant place to study or read. (V, 8)

A card catalog which provides a key to the materials found in the school library is available to all users. (V, 12)

The library collection improves each year. (V, 13)

Again, these are important but traditional aspects of the

school library resources. Newer resources were not included in the list above; however, administrators added item 4, "The librarian is a specialist in non-book materials," and item 5, "The library facilities include enough seating space for library users," to their list of satisfactory resources. The former is certainly a newer role of the librarian and one on which emphasis was placed during the institute. Librarians acknowledged improvement on this and also on item 5, but did not consider either to have reached a satisfactory level.

Administrators showed a small loss of points on item 5, though no real reduction in seating capacity was made. On the contrary, there were gains in seating capacity in several libraries, a fact reflected by the librarian group who showed the item as improving. Changes by both groups could be related to the institute program and one of the objectives of the institute: to give participants a knowledge of trends in library building and of what constitutes good library quarters for today's schools.

Librarians added item 6, "The library has space for a library workroom," to their list of satisfactory resources. This part of the library quarters is an important one to librarians. Administrators undoubtedly would have been less aware of the importance or the degree of adequacy of this item; however, there was really little

difference between the groups on this item. It was rated satisfactory by eight of the librarians and by six of the administrators.

Item 7, "The library provides conference rooms for small group activities," was rated low by both groups. Only two of each group considered their conference room facilities adequate. Administrators made an upward gain of ten points on the item which may have indicated planned quarters rather than present resources. The writer also noted that two of the schools studied had satisfactory conference rooms provided.¹ She saw little improvement being made in this area, however. Conference rooms were viewed as important parts of the library quarters in institute lectures and discussion.

Item 8, "The library provides a comfortable, pleasant place to study or read," which was listed among those rated high by both groups, showed a loss of eight or more points on administrator checklists and a similar amount of gain on librarian checklists. This probably reflected some change in perception of both librarians and administrators concerning their school library as compared with others.

One more item lost eight or more points on the second rating by administrators, item 11 concerning storage space available in the library. Here again, understandings of

¹Item 53 on the questionnaire concerns provision of conference rooms.

what adequate storage means was gained by administrators during the institute, and these understandings were probably reflected in their lower evaluations of their own storage space.

Librarians showed a gain of eight or more points on two additional items, 9 and 10. These items concerned provision for listening and viewing and corresponded to item 4 under Users which also showed indications of improvement from the librarian group.

Administrators saw item 1, "The librarian gives book talks or tells stories to groups," as improved. Some improvement was also registered by librarians on this item though at less than an eight-point gain. Both book talks and story-telling were encouraged during the institute which included guest lecturers on these topics. These traditional means of sharing literature with children and young people should not be overlooked in the dynamic school library. Provision of clerical staff for the school library can increase the amount of time available for such sharing of books.

Items on specific areas of the collection were not answered by all responding librarians and administrators and thus could not be compared satisfactorily. In general, both groups rated their collections of books, magazines, and newspapers high and their collections of non-printed material, especially tapes, films, and realia, low. The

community resources file was also rated low. In response to subject area coverage, both groups rated literature, fiction, history, and biography high. They rated mathematics, social science, religion, and philosophy collections low.

The section on Resources included items concerning the librarian, the library quarters, and the materials collection. All were rated satisfactory in some aspects, though a newer role for the librarian, specialist in non-book materials, and a role involving the librarian with students, giving book talks and telling stories, were not rated as high. Newer uses of library quarters, for conferences and for viewing and listening, were also rated lower. This was true of newer media in the collection. In each instance, improvement in these newer resources by one or both groups has been noted, indicating the trend in the multi-media or materials center direction observed also in other sections of the checklist.

Summary

Analysis of the responses of librarians and administrators has utilized number of schools rated good and excellent on the second evaluation and number of points gained or lost on an item from first to second check to compare the perceptions of the two groups. An item was considered satisfactory if rated good or excellent by more than half of the group. An item was considered to be

improved if rated eight or more points higher on the second check. Items which lost eight or more points were also discussed.

Librarians and administrators were generally in agreement that traditional library program elements were satisfactory. They both observed improvement though not to a level of satisfactory performance on items related to newer media, involvement of the librarian in the total school program, and teacher use of library resources for their own as well as their students needs.

While administrators rated a number of items lower on the second check than they did on the first, this appears to be because of a more realistic evaluation which was possible after participation in the institute. Administrators rated librarian involvement in book discussion group activity, book talks, and storytelling as better than librarians did and better than the writer's observations revealed them to be. This seems to indicate a desire for these important though neglected aspects of a library program. It is hoped that as librarians are freed from clerical routines, they will assume greater responsibility for these activities.

Lack of provision for conference rooms appears to be the greatest deficiency in library quarters in the schools studied. Only two school libraries in the group made this provision satisfactorily.

Finally, the limitations of programs of library instruction were noted. These did not appear to be improving. A reevaluation of objectives in such instruction and a teacher-librarian team arrangement which would make library instruction and use an integral part of inductive teaching are needed.¹

¹Studies such as the Monteith College Library Project on in-depth use of the library for instruction have implications for elementary and secondary schools and should be explored; see, Patricia B. Knapp, "The Library as a Way to Excellence in Education," ALA Bulletin, LVII (December, 1963), pp. 1039-1042.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Purpose and Procedure

The purpose of this study was to describe and evaluate, according to qualitative standards, the functioning of fifteen selected school libraries to determine the direction, degree, and relative importance of any observable changes in the functioning of the school library and in the perception of the library by school personnel. All schools selected were from Oklahoma and all had school librarians and administrators who participated in an NDEA Institute, "The Dynamic School Library," held at Oklahoma State University in the summer of 1966. The dual involvement of librarians and their school administrators, enabling them to plan for library development in their own schools, was the unique feature of the institute which prompted a follow-up study. Each of the fifteen schools was visited in the spring of 1966 following selection of participants. Each was visited again in 1967, one semester after the institute. Comparisons were made in the way the libraries in the schools functioned before and after the institute according to the perceptions of the librarian, the

administrator, and the observer.

Two instruments were designed for the study, a questionnaire and a checklist. The questionnaire consisted of sixty-two items based on the qualitative statements in Standards for School Library Programs,¹ and it was used to evaluate each library on the pre- and post-institute visits. The checklist consisted of sixty short statements which librarians and administrators checked according to a five-point rating scale to register their perceptions of their own libraries before and one semester following the institute. The checklist was based on interview statements made about the school library's functions by librarians, administrators, and other school personnel in several schools which were not part of the population of the study, on statements concerning the school library's role in recent literature, and on Standards.

Each instrument was divided into five categories: Purpose, Services and Activities, Facilitators, Users, and Resources. These represent essential elements of the school library and the means by which a library program functions within a school.

Assumptions of the study were:

1. The school library functions according to its perceived role, and changes functionally as its role is perceived to change. Since librarians and administrators are essential

¹American Association of School Librarians, Standards.

elements of a school library system, the library's effectiveness is limited by their perceptions of it.

2. An NDEA School Library Institute as planned and conducted should produce changes in the functioning of a school library by changing the perceptions of the participating librarian and administrator as to the role of the school library.
3. Qualitative standards, while subjective, are more important than quantitative standards in evaluating a school library.

Data from the questionnaire were analyzed by comparing pre- and post-institute responses for each school and describing the school's post-institute library program according to items which changed from the first rating, items which were rated high on the scale, and items which remained at the lowest possible rating. Questionnaire items on which ten or more of the schools in the study rated high and those items which were rated consistently low on the second visit were examined, and questionnaire responses were related to the program of the institute.

Checklist data were examined section by section for librarian and administrator responses, and an analysis was made of each item which showed great change or appeared otherwise notable. For a clear picture of changes made it was necessary to report both upward and downward change on an item rather than to use a statistical treatment based on central tendency. Perceptions of administrators group and librarians group were compared on each item of the checklist noting points changing upward, points changing

downward, and number of schools rated good or excellent on the second check.

Schools were ranked by the amount of upward change noted by librarian, administrator, and observer, and these ranks were compared. Schools were also ranked and compared by number of high ratings before and after the institute, size of school, size of collection, number of books per pupil, and grade level of the school.

Major Findings

All libraries studied were perceived by the observer to have changed in an upward direction in the semester following the institute. The degree of improvement and the areas in which changes were seen varied from library to library. Degree of improvement as perceived by the observer was not significantly correlated with size of school, size of book collection, or number of pre-institute "high" ratings, nor did it appear to be related to grade level of school. There were correlations significant at the .05 level when schools were ranked by upward change and number of items rated high on the post-institute questionnaire and when amount of upward change perceived by the observer and number of books per pupil were ranked and compared. The latter was the only example of quantitative data which correlated with the qualitative evaluation. Spearman's Rank Correlation Coefficient was used in

determining significance of correlation.¹ There was limited correlation, not statistically significant, between ranks of degree of upward change perceived by librarian and administrator with that perceived by the observer. More agreement in ranks was seen between observer and administrator than between observer and librarian or administrator and librarian.

In spite of the many intervening variables which could influence change in libraries, the program of the NDEA Institute appeared to have been related to the upward changes perceived in the schools studied. Of the items directly controlled by the librarian or administrator participants, 93% were rated higher for more than half of the schools while overall percentage of items on which more than half of the schools improved was 65%. Of the items on which change was dependent on others, such as teachers or students, 59% were perceived by the observer to have changed, and only 19% of the items dependent on increased financial support or outside influences for change were perceived to do so. Items changing most were related to institute program components which participants could change.

The observer, in general, perceived libraries studied to be good in these areas:

¹Siegel, Non-parametric Statistics, p. 284.

Evidence of library program throughout school.

Librarian communicating and working with teachers.

Librarian serving as a materials specialist.

Library collections developing satisfactorily with the help of a written selection policy.

Materials efficiently organized and most printed resources easily available.

Librarian assuming a leadership role in developing a dynamic program.

Principal planning with librarian and encouraging use of library resources.

Student assistants learning a variety of skills.

The observer perceived libraries to be low in achievement but improved in these areas:

Students helped to develop taste and appreciation in viewing and listening.

Library providing equipment and materials for library viewing and listening.

Teachers aiding in selection and evaluation of materials.

Librarian serving on textbook evaluation committees.

The observer perceived libraries to be low in achievement and not improved in the following areas:

Library providing equipment and materials for home viewing and listening.

Book discussion groups as a library activity.

Faculty Library Committee advising on policy.

Students suggesting materials to be acquired.

Library providing space for viewing and listening.

Library providing conference rooms and classroom.

Librarians, in general, perceived their libraries to be improved while administrators registered lower ratings at the final check in many cases. Most of these lower ratings were, however, an indication of the more realistic picture of library service administrators had attained. Downward changes of this nature are probably as important a step toward library development as actual upward changes since development of good library programs is hampered by limited perceptions of the library and of its possibilities.

Both librarians and administrators saw the more traditional aspects of their programs as good though unchanged while most of them saw the newer concepts of library service as improved though not always to a satisfactory level. The materials or media center concept found greater acceptance following the institute. Both administrators and librarians perceived collections of non-book material to be improved, multi-media utilization by teachers to be growing, the librarian becoming more effective as a media specialist, the library to be serving as a production center, and the library to be providing for student listening and viewing activities.

Librarians saw considerable gain in administrator support of the library program following the institute (III, 5 & 6). Administrators themselves perceived less change in this area since they had already rated these

items satisfactory before the institute. The librarian and administrator ratings of administrator support were more similar following the institute than they had been on the pre-institute rating. Whether administrators had, in fact, changed in attitude and degree of support for the library program is less important than the belief by the librarians that these factors had changed. Librarians were responding to the way they perceived the administrator to be acting rather than to his "real" actions. This is in agreement with one of the basic assumptions of the study and with McLeod's observations.¹

Several other significant changes were revealed by the librarians' responses. There was a large amount of upward change in the following elements of role which would take them out of the library:

The librarian plans with the principal and teachers for a desirable library program. (III, 14)

The librarian talks to classes about the use of the library. (III, 15)

The librarian coordinates a school-wide program of library instruction. (III, 16)

The librarian locates and when possible borrows materials needed by a teacher and not available in the school's library. (III, 17)

This role definition is in agreement with Standards

¹McLeod, "Phenomenological Approach to Social Psychology," p. 49.

and with current literature.¹

The second major change revealed by librarians' responses was in their self image as non-book specialist (V, 4). Though only six of the schools rated good or excellent at the final check, the gain of fifteen points in ten schools on this item was indicative of change in perception.

Another important change in librarian perceptions was the improved rating given on teacher-librarian planning (III, 9). Though still relatively low, the total increase on the item was thirteen points. Librarians, then, perceived themselves to be non-book materials specialists and co-planners with teachers and administrators. They believed they were receiving increasing support from both these groups and were frequently involved in library-related activities outside of the library. Librarians perceived themselves to be less isolated and more a part of the total educational program. This is an important step toward a dynamic school library.

Conclusions

The study showed that qualitative criteria such as those found in Standards could be used satisfactorily to

¹Examples of such a role definition are those of Chisholm, "How to Evaluate a Good Library," pp. 24-25; and of McGuire, "School Librarian: A New Image," pp. 227-230.

evaluate school library programs and that the resulting evaluation had little relationship to quantitative criteria usually relied upon to measure school libraries. Library programs are highly complex systems which should be studied as a whole but with consideration given to each contributing element. Use of a model to clarify the relationships of these elements was helpful.

The NDEA Institute described, in which both librarians and administrators participated, was concluded to be effective as a means of improving school library programs by changing the participants' perceptions of what a desirable library was and by providing time and help in making plans for improvement in each librarian-administrator team's library. The institute was particularly helpful in facilitating changes in program elements which could be altered without additional funds and without changes in the behavior of users, as shown in Table 5. Need for added funds and for better cooperation from teachers and students are sometimes used to excuse a static library program. Though changes in the above are important to a good library program, such changes may well follow if librarians and administrators move to improve parts of the program which do not depend upon funds or users.

A fully-functioning school library, however, demands the achievement of high levels of performance from all

elements. Intensive evaluation of the fifteen libraries included in the study led to the conclusion that the following program components were vital for a highly satisfactory school library program:

Provision of a well-qualified staff, both professional and non-professional.

Provision of reading materials selected for the interests and abilities of all students.

Provision for all areas of the curriculum in book and non-book materials selected for the library.

Provision for maximum accessibility of all resources to be used in the school or at home.

Provision for the information needs of all students.

Provision for production of curriculum materials.

Provision for viewing and listening activities.

Provision for professional growth of school staff.

Provision for teaching skills in the use of the library and library materials.

Provision of quarters satisfactory for housing the materials and activities of the library program.

Involvement of administrator in planning and supporting the library program.

Involvement of the librarian in a leadership role for all library planning and activities.

Involvement of the librarian as a media consultant for students and teachers.

Involvement of the librarian in teaching teams.

Involvement of teachers in library planning and activities.

Cooperative planning between school and public library.

Though the post-institute evaluation showed that there had been improvements made which were perceived by librarian, administrator, and observer, change was still needed, especially in the following areas:

There was a need for clerks and technicians in school libraries at all levels, as well as need for additional professional librarians.

Though printed materials were found to be accessible on most of the post-institute visits, there was need for better organization and circulation of non-printed materials.

Beginning effort at production of media was evident in a few libraries, but there was a definite need for more growth in this library activity.

More provision for use of materials for viewing and listening in the library and in the classroom was needed. There was almost no provision for home listening and viewing observed. In addition, guidance in viewing and listening needs to become as much a part of the library program as reading guidance has become.

Though considerable effort was made to teach library skills in the libraries visited, these skills were seldom integrated effectively with classroom work. More emphasis should have been placed on skill in using library materials in well-motivated problem-solving activities.

Librarians needed to work more closely with teachers in planning and in instruction to assure library resources' becoming a vital part of the instructional system.

The faculty-library committee, which had begun to operate effectively in a few schools, needed to be organized in other schools and used as a means for more involvement of teachers in library planning.

Though student use of the library had made improvement, there was a need for more involvement of students in the selection of materials, in book discussion groups, in viewing and listening activities, and in the production of materials.

Greater cooperation between school and public libraries was needed in planning for joint responsibilities to patrons, for better understanding of the specific role of each type of library, and for the effective operation of a state-wide library network.

Recommendations for Further Study

The success of the NDEA School Library Institute described had implications for similar institutes, in-service workshops, and conferences with librarian and administrator teams. The dual involvement of librarian and administrator appeared to have resulted in better mutual understanding and joint concern for improving library service. The librarians' preliminary study sessions which gave them leadership training in the planning and executing of the program for Administrators' Week seemed a worthwhile part of the institute.

A similar institute or workshop for librarians and teachers should be helpful in building acceptance of a multi-media approach to teaching. Another implication for a librarian-teacher workshop is the possibility of changing present programs of library instruction with their emphasis on finding material to more important and longlasting skills in using the materials to find needed information and to solve problems.

The present study was limited to fifteen school libraries in Oklahoma. While many of the observations should have a larger application than to these schools,

similar studies in different sections of the country to investigate further the changes occurring in school libraries and the means for effecting needed changes would be worthwhile. The significant correlation between ranks of upward change and ranks of number of books per student indicated a need to investigate this criterion further to learn whether it is indeed a predictor of improvement or simply appeared to be so in this particular study.

Other instruments which would test discretely the qualitative aspects of a library program need to be designed and used in a systematic study of the effectiveness of school libraries as they are functioning.

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APPENDIX A

PARTICIPATING SCHOOLS

PARTICIPATING SCHOOLS

Broken Arrow Junior High School, Broken Arrow, Oklahoma

Choctaw High School, Choctaw, Oklahoma

Claremore High School, Claremore, Oklahoma

Clinton Junior High School, Tulsa, Oklahoma

C. E. Donart High School, Stillwater, Oklahoma

DeWitt Waller Junior High School, Enid, Oklahoma

Lee Elementary School, Oklahoma City, Oklahoma

Liberty Elementary School, Ponca City, Oklahoma

McAlester High School, McAlester, Oklahoma

Perry Elementary School, Perry, Oklahoma

Perry High School, Perry, Oklahoma

Riverside Indian School, Anadarko, Oklahoma

Tryon High School, Tryon, Oklahoma

Velma-Alma Junior-Senior High School, Velma, Oklahoma

Woodward High School, Woodward, Oklahoma

APPENDIX B

QUALITATIVE CRITERIA FOR SCHOOL LIBRARIES

SCHEDULE FOR PRELIMINARY INTERVIEW

HOW THE SCHOOL LIBRARY FUNCTIONS--AN INSTRUMENT
FOR EVALUATION

PERCEPTIONS OF YOUR SCHOOL LIBRARY--A CHECKLIST

QUALITATIVE CRITERIA FOR SCHOOL LIBRARIES¹Purpose

1. The true concept of a school library program means instruction, service, and activity throughout the school rather than merely within the four walls of the library quarters. (p. 15)
2. The school library, in addition to doing its vital work of individual reading guidance and development of the school curriculum, should serve the school as a center for instructional materials. (p. 11)
3. The school library should:
 - (a) Participate effectively in the school program as it strives to meet the needs of pupils, teachers, parents, and other community members. (p. 8)
 - (b) Provide boys and girls with the library materials and services most appropriate and most meaningful in their growth and development as individuals. (p. 9)
 - (c) Help children and young people to become skillful and discriminating users of libraries and of printed and audio-visual materials. (p. 9)
 - (d) Provide an opportunity through library experiences for boys and girls to develop helpful interests, to make satisfactory personal adjustments, and to acquire desirable social attitudes. (p. 9)
 - (e) Stimulate and guide pupils in all phases of their reading so that they may find increasing enjoyment and satisfaction and may grow in critical judgment and appreciation. (p. 9)
 - (f) Introduce pupils to community libraries as early as possible and cooperate with those libraries in their efforts to encourage continuing education and cultural growth. (p. 9)

¹All criteria statements are quotations from American Association of School Librarians, Standards for School Library Program (Chicago: American Library Association, 1960). Numbers following statements are page references.

- (g) Work with teachers in the selection and use of all types of library materials which contribute to the teaching program. (p. 9)
 - (h) Participate with teachers and administrators in programs for continuing professional and cultural growth of the school staff. (p. 9)
 - (i) Cooperate with other librarians and community leaders in planning and developing an over-all library program for the community or area. (p. 9)
4. The most important function of the library in the school is the work with teachers and students. (p. 9)

Services

1. There is an over-all plan of instruction in the use of materials for the school as a whole, in which the areas of knowledge and the types of skills to be acquired by the students are defined and allocated to the various subjects and grade levels of the curriculum. (p. 19)
2. An integrated program of library instruction taught throughout their school career enables children and young people to acquire independence and competency in their search for information and their use of materials. Library instruction is integrated with classroom assignments and is a vital part of the school curriculum. (p. 18)
3. The school library program shares the school's responsibility for teaching students to become intelligent users of recordings, radio, films, filmstrips, television, and other audio-visual materials, both in the school and in the home. (p. 17)
4. The school library program provides students with the opportunities to integrate and to correlate audio-visual materials with printed materials, as well as to make use of each medium for its own particular value. (p. 17)
5. Reference work or research, whether done individually by students or in groups under the guidance of teacher and librarian, forms an important element in that part of the instructional program that is concerned with teaching students to analyze, evaluate, and interpret. (p. 18)
6. The library program forms one facet of an over-all guidance program in the school by making important

contributions through its teaching, materials, and services to the personal, social, and vocational guidance of students. (p. 15)

7. Teaching pupil assistants to perfect library skills and to develop desirable personal qualities constitutes a part of the guidance or cocurricular program of the school and is an additional responsibility for the school librarian. (p. 58)
8. All students who can profit by the experience and who are capable of contributing to the work of the library should have the opportunity to serve the school as student library assistants. (p. 21)
9. A varied and effective program of reading guidance makes pupils feel at home as readers and contributes to their growth in discernment in the selection of their reading fare and in the appreciation of their reading experiences. (p. 16)
10. Reading guidance in the school library embraces a variety of approaches which make reading meaningful and attractive and also a voluntary activity for boys and girls. It involves the use of recordings, television and radio programs, films, and the theater. It includes book displays, book reviews by students in school publications, assembly programs, book talks, storytelling, reading aloud, and many other techniques that are also effective. (p. 17)
11. Through a program of individual reading guidance the library becomes closely identified with the pupils' recreational activities as well as their academic pursuits. (p. 16)
12. Through a reading program geared to individual needs, all students are encouraged to continue their reading interests when formal education ceases. (p. 16)
13. Reading guidance in the library can be more meaningful when the librarian has access to and makes use of reading scores, intelligence quotients, and other pertinent information about the characteristics of individual students. (p. 16)
14. Information reported by the librarian concerning the reading behavior, library use, and attitudes of students, especially those having reading difficulties and high school students trying for scholarships and other awards, make useful additions to the reports of classroom teachers in the school records. (p. 16)

15. The librarians contribute to the accelerated learning program by cooperating with the teachers in providing challenging reading experiences for the maximum development of gifted students. (p. 16)
16. Individual reading guidance in reference services and research and in instruction in the use of materials is an important aspect of the library program. (p. 17)
17. Good library service provides the library patron with the convenience of being able to examine and to use in one location all types of materials that he needs for his particular purposes; and a good program of guidance in the school library entails referral to and use of all forms of communication. (p. 89)
18. The school library environment provides boys and girls with experiences in democratic living. The sharing of facilities, the care of school property, the need to assume personal responsibility and to recognize appropriate individual behavior in a group situation--all give boys and girls opportunities to learn how to work together and to respect the rights and wishes of each other. (p. 10)
19. School library experiences serve as steppingstones to the use of other library resources in the community and to the formation of a lifetime habit of library usage, as well as to pride in the ownership of books. (p. 15)

Facilitators

1. Since the school library is an essential part of the total school program, the provision of libraries in the schools is the responsibility of the Board of Education. The administrative authority and responsibility for school libraries belong to the Board of Education and not to the public library. (p. 33)
2. The support of both state and local school agencies is essential for the success of the library programs in the schools of the state. (p. 29)
3. The school administrator realizes that a high quality of library service is dependent upon good financial support and allocates the funds necessary for the library program and its growth. He holds the head librarian in the school responsible for the preparation of a budget and for the wise expenditure of funds, through a planned buying program. (p. 35)

4. The school administrator employs librarians who have professional competencies and the qualities of cooperative leadership. (p. 35)
5. The school superintendent plans and vigorously supports the school library program, interpreting its services to and enlisting the aid of the board of education, principals, supervisors, coordinators, teachers, parent-teacher groups, and other community members. (p. 34)
6. The school superintendent supports the development of cooperative library measures on a system-wide basis that eliminate duplication of clerical effort and promote economical purchasing procedures; and that minimize the time professional librarians spend on technical and clerical tasks involved in the ordering and preparation of materials. (p. 35)
7. The school superintendent establishes channels of communication and coordination between directors of instructional subjects and school librarians in the system-wide planning of curriculum development, and appoints librarians on committee involving inter-departmental cooperation at the system level. (p. 35)
8. The school superintendent provides sufficient space in the schools for functional library quarters, and consults with the district school library supervisor and with the state school library supervisor as well as with an architect in the planning and remodeling of library quarters. (p. 35)
9. The superintendent of schools works assiduously to remove any expedient measures that may be serving as substitutes for standard school library service, such as volunteer parent workers administering the school library, the use of clerical help for professional library work, exploitation of unpaid student library assistants, and library funds raised from teas, sales, and similar sources. (p. 35)
10. The school principal works with the head school librarian in designing the library program best suited to the needs of the school and all of its pupils, and makes it possible for the librarian to carry forward a library program that follows best policies and practices. (p. 36)
11. The school principal endorses a library program that broadens and improves the quality of education for all children and young people; interprets this program and

its services to the superintendent of schools, teachers, parents, and others; and enlists their aid in its fulfillment. (p. 36)

12. The school principal looks to the head librarian for creative and imaginative leadership, and makes certain that the lines of responsibility and authority from the school administrator to the head librarian are clearly established. (p. 36)
13. The school principal helps to keep the professional library staff informed about major educational developments in general and about changing teaching procedures and new or expanded curricula within the school. (p. 36)
14. The school principal endorses a policy for the selection and purchase of all printed and audio-visual materials, and recognizes the competencies of the school library staff in this area. (p. 36)
15. The school principal appoints the head librarian to the faculty council or advisory committee and includes librarians on general curriculum committees and other appropriate committees. (p. 36)
16. The school principal plans with teachers and librarians for a systematic and integrated program of library instruction for all students. (p. 36)
17. The school principal encourages wide and effective use of library resources on the part of all students and teachers. (p. 36)
18. The program of teaching the use of the library and its resources is a cooperative endeavor which involves the principal, the chairman or head of department, the classroom teacher, and the librarian. (p. 18)
19. The teacher brings his class groups to the library, sends small groups or individuals from the classroom to the library or its conference rooms to read, to learn library skills, or to do reference or research work, and makes collections of materials from the school library available in his classroom. (p. 67)
20. Since the use of the library by a class group is an extension of classroom work, the teacher accompanies his class to the school library and, for maximum effectiveness of the time available, works with the librarian in assisting the students. (p. 19)

21. The teacher keeps the school librarian informed about curricular changes and gives advance information about class assignments, so that resources are available in the library. (p. 67)
22. The teacher motivates his students to make extensive use of library resources for classroom work and for purposes not connected with class assignments. (p. 65)
23. The teacher makes the library meaningful and useful to his students through his knowledge of the library's program and resources. (p. 65)
24. The teacher utilizes every opportunity to help the library in his school reach standards of excellence. (p. 66)
25. The teacher participates in the formulation of school library policies by serving on or communicating with the faculty library committee. (p. 65)
26. The teacher participates in the selection of materials for the school library and in the evaluation of the library's collection in his specialized field. (p. 66)
27. The teacher becomes familiar with other libraries in the community. He acquaints students with the objectives and services of the public library, and he cooperates in the arrangements made by the school to keep the public library staff informed in advance about class assignments and to keep within reasonable limits the use made of public library resources by students in the preparation of their assignments. (p. 67)
28. Counselors and other faculty members cooperate with the librarian in the selection of students who will profit from membership on the staff of student assistants. (p. 21)
29. The school librarian works closely with the school administrator in designing the library program best suited to the purposes of the school, and keeps him informed about the accomplishments and needs of this program. (p. 49)
30. The school librarian directs the planning and implementation of the school's program of instruction that teaches students how to use library resources intelligently and effectively. (p. 48)
31. The school librarian works closely with classroom teachers, guidance counselors, and other faculty

members, and does everything possible to make the school library of optimum service to them. (p. 48)

32. The school librarian directs the operation of the organizational and technical machinery necessary for a smoothly running, efficient, and functional library. (p. 49)
33. The school librarian maintains effective relationships with the public library in the community. (p. 49)
34. The school librarian maintains close cooperation, coordinates planning and promotes communication between the school library and the unit for audio-visual materials in schools where all types of materials are not centralized in one agency. (p. 49)
35. Lines of communication are established between teachers and library staff for mutual reporting of pertinent information about interests, needs, abilities, attitudes, achievements, and performance of students, (p. 67), and the materials to satisfy these demands. (p. 16)

Users

1. The school library is available for use by individual students and by class groups throughout the school day. Flexible scheduling enables the teacher to bring his class to the library at the times best suited for the purposes of classroom instruction. (p. 87)
2. Students use the school library as a laboratory for reference and research in which they locate specific information and expand their knowledge by using a wide variety of printed and audio-visual materials. (p. 18)
3. Students are encouraged to make suggestions for materials to be acquired for the school library. (p. 75)
4. Every boy and girl within the school is reached by the library program according to his individual needs. (p. 15)
5. The librarian provides teachers with many services related to materials that are helpful to them in connection with their teaching programs. (p. 66)

Resources

1. The school librarian constantly serves the school in his capacity as specialist in the field of books and other materials: in the evaluation and selection of resources for the collections of the school library; in guiding and assisting students and teachers in the use of these materials; in making materials easily accessible; in being a resource consultant. (p. 48)
2. The school librarian is a member of such policy-making bodies as the principal's advisory committee, department head committee, and other appropriate committees that participate in the educational development of the school. (p. 49)
3. The school librarian participates in the co-curricular activities of the school, with assignments to activities in which he can make the greatest contribution. (p. 49)
4. A professional library staff member serves on the school's committee for textbooks, helping to evaluate reading lists and bibliographies in the textbooks under consideration and indicating the types of materials that can be used to supplement the basic texts. Membership on the textbook committee also enables the school librarian to make certain in advance that the school library has all materials needed for use in connection with the textbooks. (p. 48)
5. A professional library staff member serves on any all-school committees concerned with curriculum development, and is available as a materials resource person for all departmental committees when materials or their use are being discussed. (p. 48)
6. The librarians work with all teachers responsible for the developmental, corrective, and individualized reading programs in the school, by making suggestions about materials, by guiding the reading of students in the library in line with the recommendations of the teachers, and by scheduling library periods and activities to meet the needs of students. (p. 16)
7. The librarian is frequently in a very favorable position to help boys and girls in the solution of personal, social, and ethical problems and does so by means of informal guidance and by recommending appropriate reading materials. (p. 20)

8. The school librarian stimulates and guides students in their reading and in their use of other communication media. (p. 48)
9. Adequate clerical assistance is provided by adult, paid clerks given special training needed to perform routine library tasks by the head librarian. These clerks are on duty before and after the regular school year when the library staff must handle many of the technical and clerical jobs which enable the school library to serve students and teachers effectively. (p. 57) [Under no circumstances should volunteer student help be used as a substitute for paid clerical assistance.] (p. 21)
10. The school library is located for maximum accessibility; in general it should be near the classroom area and away from the noisier areas of the school such as gymnasium, cafeteria, or shops. (p. 92)
11. The library's location permits restricting the use of the school building to the library quarters and allows for separate custodial maintenance and supervision at times when other school facilities are not in use. [evenings, Saturdays, summer months] (p. 92)
12. The school library is open before and after school for use by students and by teachers. The school library is open Monday through Friday year-round and is open at night and on Saturday during the school year. (p. 87-88)
13. The library is a laboratory for research and study where students learn to work alone and in groups under the guidance of librarians and teachers. Thus it contributes to the growth and development of youth in independent thinking, in abilities to study effectively, and in desirable attitudes toward reading, toward other media of communication, and toward all learning and research. (p. 15)
14. The library quarters are large enough to house the collections of materials required for the needs of the students and faculty and to provide for the effective and convenient use of these materials. Adequate space is planned for:
 - a. The reading, viewing, and listening pursuits of students and faculty.
 - b. The arrangement and housing of materials and equipment.

- c. The acquisition and preparation of materials.
 - d. The management of the library. (p. 93-94)
15. The library suite contains classroom and conference room space to meet the special needs of students, teachers, and librarians in the use of library materials and in teaching students how to use the library and its resources. (p. 94)
 16. If all students and teachers are to receive library service, the library area or areas must be large enough to accommodate them. This means that the reading room has a seating capacity of 10 percent of the enrollment and a minimum seating capacity of 45-55 students. (p. 93)
 17. The number of reading rooms depends upon the size of enrollment and the organization of the school. In terms of supervision and good service, no more than 100, and preferably no more than 80, students should be seated in one reading room. In larger schools, multiple reading rooms are needed. (p. 93)
 18. Library quarters have the characteristic of flexibility as well as amplitude. (p. 94)
 19. Design and arrangement make the library attractive, comfortable, and convenient. Proper control of light, acoustics, ventilation, and temperature are essential. The color design and other decorative arrangements of the library reflect beauty and are harmonious, pleasant, and inviting in their total effect. As a result, using the library becomes a pleasurable as well as a profitable experience for children and young people. (p. 94)
 20. Appropriate equipment and facilities enable individuals to use audio-visual materials within the library and arrangements are also made for the circulation of these materials for classroom and home use. (p. 17)
 21. Through varied types of materials, the collections of the library provide for the many kinds of interests that its users have, for the different levels of maturity and ability of the student population, and for the wide range of demands evoked by the curriculum and the services of the modern school. (p. 15)
 22. The library collections are developed systematically so that they are well-balanced and well-rounded in coverage of subjects, types of materials, and variety of content. (p. 74)

23. Maintaining qualitative standards for the selection of materials is essential. All materials are therefore carefully evaluated before purchase, and only materials of good quality are obtained. Standard selection tools and personal examination of the materials assure the development of high quality collections for the school library. (p. 74)
24. School library collections are developed in accordance with the principles in the School Library Bill of Rights of the American Association of School Librarians. (p. 74)
25. The collections are continuously re-evaluated in relation to changing curriculum content, new instructional methods, and current needs of teachers and students. (p. 75)
26. In order that good service may be provided for teachers and students, materials are purchased throughout the school year as needed, and their acquisition is not limited to annual or semi-annual orders. (p. 75)
27. Final authority for materials to be acquired rests with the principal of the school and the head school librarian. (p. 76)
28. The collections of materials are organized to permit the most efficient service to students and teachers in the library and in classrooms. (p. 90)
29. All materials are made easily available for use in the library by students and teachers. (p. 88)
30. Collections of materials from the school library are continuously sent to the classrooms for short-term loans, ranging in length from one class period to several weeks. (p. 89)
31. Materials are sent to some classrooms for long-term or permanent loans. Titles in the permanent classroom collections are duplicated in the main library collection if there is a demand for these materials. (p. 90)
32. The resources of the school library are easily available for home use. Policies of the library for circulation of materials are liberal and flexible, geared always to provide the best service possible for teachers and students. Almost all of the library's resources should circulate for home use--including reference books and many non-book materials. (p. 90)

33. Since one medium of communication may serve best for the transmission of certain knowledge and understanding, the librarian seeks to provide for each student the most appropriate means for the communication of this knowledge and understanding. (p. 17)
34. Materials are provided for students to use in connection with their special interests and hobbies and to assist them in their club or cocurricular activities. (p. 20)
35. The librarian contributes to the vocational guidance of young people by supplying adequate and up-to-date materials and resources file on occupations, colleges, and further schooling. (p. 20)
36. The program of individualized reading which stimulates and motivates the development of good reading habits rests upon and makes extensive use of a rich and varied school library collection that meets the interests and abilities of every student. (p. 15)

SCHEDULE FOR THE PRELIMINARY INTERVIEW

- I. What is the purpose of the school library as you view it? How well is it being achieved?
- II. Who facilitates, or has responsibility for, the functioning of the school library program? How? What is your role in the school library program?
- III. Who uses the school library? How? How well? How do you use the school library?
- IV. What resources are a part of the school library?
(Comment on availability, adequacy, and accessibility of each resource mentioned.)

Materials--What kinds?
Quarters and equipment--What kinds?
Staff--What kinds? (Librarian, Teacher-librarian, clerical, student.)
- V. What kind of services and activities are provided by the school library? How would you rate the importance of each mentioned? To you? To the school?
- VI. What is the general atmosphere of the school library? What is the best feature of the school library program? What is the least effective feature of the school library program?
Does the school library make a significant contribution to the total school program?

My request for brief interviews with some of the teachers and students in this school system, as well as with the librarian and the principal in each building visited, is for the purpose of gathering information to be used in designing a Checklist of Perceptions of the School Library. This checklist will be used with personnel from schools to be represented in Oklahoma State University's NDEA School Library Institute next summer. None of the persons interviewed at this time or the schools with which they are associated will be identified in the dissertation, except to acknowledge the school system's cooperating.

There is to be no attempt in these interviews to elicit a particular answer or description of one type of library service. The spontaneous responses of students, teachers, librarians, and administrators will help me to produce a more useful checklist than would otherwise be possible.

HOW THE SCHOOL LIBRARY FUNCTIONS

An Instrument for Evaluation

Circle the number indicating the appropriate answer to each of the following questions.

I. PURPOSE

1. IS EVIDENCE OF THE LIBRARY PROGRAM OBSERVED OR INDICATED IN MANY AREAS OF THE SCHOOL THROUGH:

- a. Library Materials?
- b. Library Instruction?
- c. Library-related Activities?

5--All of these items are evident to an extensive degree.

4--All of these items are found but to a less extensive degree.

3--At least two of these items are found.

2--At least one of these items is found.

1--None of these items is evident.

2. DOES THE SCHOOL LIBRARY ORGANIZE, HOUSE, AND DISTRIBUTE MANY KINDS OF PRINTED AND NON-PRINTED MATERIALS?

5--The library has books, periodicals, newspapers, pamphlets, and files of clippings, etc. in the area of print and a variety of materials for viewing and listening such as disc and tape recordings, pictures, and slides, filmstrips, transparencies, maps and globes, and realia.

4--The library has materials for reading, viewing, and listening with excellent coverage in types and amounts of printed materials but less variety and less extensive collections in the newer media.

3--There are good collections of printed materials and at least some non-print.

2--There are limited collections in all media or fair to good collections of print and no non-print available.

1--No library collection is available.

3. ARE LIBRARY MATERIALS, APPROPRIATE IN BOTH READING LEVELS AND INTEREST, PROVIDED FOR ALL CHILDREN AND YOUNG PEOPLE IN THE SCHOOL?

5--The library provides extensive collections of materials for students with reading levels which

are lower or higher than the grade norm.

- 4--The library provides good collections of materials for all levels.
- 3--The library provides fair collections of materials for all levels.
- 2--Either high or low students in the degree of reading ability have not been provided for or have been provided for only poorly.
- 1--No provision for materials ranging outside the grades taught in the school has been made.

4. ARE PRESENT AND PROBABLE INTERESTS OF STUDENTS CONSIDERED IN THE SELECTION OF MATERIALS?

- 5--Both present collection and selection policy indicate that interests have been and will be considered and provided for extensively.
- 4--There is good coverage of student interests and a guarantee through the selection policy that interest will continue to be considered important in future acquisitions.
- 3--There is fair coverage of student interests at present and an expressed, though not necessarily written, intention to make student interest an important consideration in selection of new materials.
- 2--There is only limited consideration of student interest in the present and/or no expressed intention to consider student interests in selections for the future.
- 1--There is no present or future consideration of student interest in the selection of materials.

5. ARE STUDENTS PROGRESSIVELY GUIDED TO MORE MATURE READING?

- 5--The library program shows evidence of having guided most of the students in the school to more mature reading during the current year.
- 4--Half or more than half of the students have shown progress to more mature reading.
- 3--Less than half, but an observable number of students, have matured in their reading.
- 2--Few students can be said to have matured in their reading.
- 1--There has been no observable or indicated growth in reading maturity during the year.

6. ARE STUDENTS HELPED TO DEVELOP TASTE AND APPRECIATION IN BOTH VIEWING AND LISTENING?

- 5--There is an excellent, well-planned program of

viewing and listening for appreciation.

- 4--There is a variety of materials for viewing and listening, and there is a good program for their use by students.
- 3--There is some evidence of a library-related program of viewing and listening.
- 2--Some of the necessary materials are present but there is little or no planned use of them to develop taste and appreciation.
- 1--There is no provision for viewing and listening activities which might develop the taste and appreciation of students in these areas.

7. IS EACH AREA OF THE SCHOOL CURRICULUM GIVEN CONSIDERATION IN THE SELECTION OF LIBRARY MATERIALS?

- 5--The library shows evidence of providing extensive collections of materials in each area of the curriculum.
- 4--There are good collections of materials in each area of the curriculum with some being more extensive than others.
- 3--There is representation of all areas of the curriculum in the library's collection with variation in quantity and quality among the areas.
- 2--There are fair to good collections in some areas of the curriculum with little or no provision in some other areas.
- 1--Several areas of the curriculum are not provided for at all by the school library.

8. IS ALL AVAILABLE INFORMATION ON EACH STUDENT, SUCH AS READING LEVEL, LEVEL OF SOCIAL DEVELOPMENT, AND PERSONAL PROBLEMS, ACCESSIBLE TO THE LIBRARIAN AND USED REGULARLY IN THE LIBRARY'S GUIDANCE FUNCTION?

- 5--School records are available to the school librarian and are used extensively by him in reading guidance.
- 4--Records are available and used regularly though not extensively by the librarian.
- 3--Records are available and used somewhat in reading guidance.
- 2--Records are available to the librarian but seldom used by him.
- 1--The librarian may not or does not ever use the records of individual students in reading guidance.

9. IS THERE EVIDENCE OF COOPERATIVE PROGRAM BETWEEN SCHOOL LIBRARY AND OTHER COMMUNITY LIBRARIES?

- 5--There is evidence of a well-planned program of

cooperative service to students and parents as well as a program of cooperative acquisitions and/or cataloging.

- 4--There are planned cooperative programs of either public service or technical services.
- 3--Occasionally there are planned programs between school and public library.
- 2--There is little evidence of cooperative planning between the two service units.
- 1--There is no cooperation or no public library in the community.

10. DOES THE SCHOOL LIBRARY PROVIDE MATERIALS AND PROGRAMS FOR PROFESSIONAL GROWTH OF THE SCHOOL STAFF?

- 5--An excellent professional collection is provided which is easily accessible to all teachers, and more than one planned program for the professional growth of the teaching staff is held during the year.
- 4--There is a good professional collection available to the faculty and at least one program of professional growth involving the school library is held during the year.
- 3--There is a fairly good professional collection, but there is no evidence of in-service library programs for professional growth of the faculty.
- 2--Few professional materials are provided for the faculty.
- 1--No professional collection exists.

11. ARE STUDENTS TAUGHT TO BECOME SKILLFUL IN USING LIBRARIES AND ALL LIBRARY RESOURCES?

- 5--An all-school plan for sequential instruction in library skills exists which is integrated with the regular classroom work.
- 4--There is school-wide planning for the teaching of library skills, but lessons are taught as a separate course or taught exclusively by the department.
- 3--There is an orientation program for all students on the use of the library, but little further teaching of library skills.
- 2--There is little orientation or other planning for the teaching of library skills, though occasionally a teacher may introduce the use of the library in his classroom.

II. SERVICES AND ACTIVITIES

12. IS THE LIBRARY PROGRAM DESIGNED TO GIVE MAXIMUM SERVICE TO ITS USERS WITH THE LIBRARIAN SPENDING MORE THAN HALF OF THE SCHOOL DAY IN WORKING WITH STUDENTS AND TEACHERS?

- 5--A professional librarian is available for public service at all times that the library is open, with librarians rotating "on the floor" duties to handle technical services and routines.
- 4--The librarian spends more than fifty per cent of his time in public service either in or outside of the library, but the total staff time spent in this kind of duty is less than the full school day.
- 3--Thirty to fifty per cent of the librarian's time is spent in serving students and teachers.
- 2--Less than thirty per cent of the librarian's time is spent in these duties.
- 1--No time is spent by the librarian in working with students and teachers.

13. IS THE LIBRARY PREPARED TO SERVE THE INFORMATION NEEDS OF ALL STUDENTS AND STAFF MEMBERS?

- 5--There is an excellent reference collection, and there is provision by the library staff for answering ready reference questions as well as for giving help in locating information.
- 4--There is a good reference collection and satisfactory staff assistance in reference.
- 3--The reference collection is fair, and there is an attempt to answer reference questions.
- 2--The reference collection is poor and so is the provision of reference services. The latter may be due to the time provided for library duties.
- 1--There is no reference collection and no attempt to give reference service.

14. DOES THE LIBRARY PROVIDE FOR THE RESEARCH ACTIVITIES OF STUDENTS INCLUDING MAKING AVAILABLE APPROPRIATE INDEXES, PERIODICAL AND PAMPHLET MATERIALS, REFERENCE BOOKS, AND SUFFICIENT SPACE FOR STUDENT USE OF THESE MATERIALS UNDER THE GUIDANCE OF BOTH TEACHERS AND LIBRARIANS?

- 5--There is an extensive and well-organized reference collection with ample space provided for its use.
- 4--There is a good reference collection with sufficient space for its use.
- 3--There is a fair reference collection with sufficient space for its use.

- 2--There is poor reference collection with some space for its use.
- 1--There is no reference collection or a very poor one without space to use it.

15. DOES THE LIBRARY PROVIDE EQUIPMENT AND MATERIALS FOR INDIVIDUAL VIEWING AND LISTENING IN THE LIBRARY?

- 5--Both listening and viewing activities for individual users are well-provided for in the library.
- 4--Both listening and viewing activities for individual users are satisfactorily provided for, though one of these may be more extensive than the other.
- 3--Both listening and viewing activities for individual users are considered, though at least one of these to a limited degree.
- 2--One activity is provided for but the other is missing, or both are provided for, but in a very limited way.
- 1--No provision is made for either viewing or listening activities in the school library.

16. DOES THE LIBRARY PROVIDE EQUIPMENT AND MATERIALS FOR HOME VIEWING AND LISTENING?

- 5--The library circulates listening and viewing materials and equipment for home use.
- 4--The library circulates either listening or viewing materials and equipment for home use.
- 3--The library circulates materials for viewing and listening but not the equipment.
- 2--The library circulates materials for viewing or listening but no equipment.
- 1--The library does not circulate these items at all.

17. ARE MATERIALS FOR PERSONAL, SOCIAL, AND VOCATIONAL GUIDANCE PROVIDED BY THE SCHOOL LIBRARY AND USED BY APPROPRIATE MEMBERS OF THE SCHOOL STAFF AS A PART OF THE OVERALL SCHOOL GUIDANCE PROGRAM?

- 5--Guidance materials are extensive, easily accessible, and are used well by staff members.
- 4--Guidance collection and use made of it are good.
- 3--Guidance collection and use made of it are fair.
- 2--Guidance collection is not located in the library or is provided for and used to a limited degree only.
- 1--No guidance materials or services are provided through the library.

18. DOES THE LIBRARY STAFF ENCOURAGE READING AS A RECREATIONAL ACTIVITY IN MANY WAYS SUCH AS USE OF: BOOK TALKS, DISPLAYS, RECORDINGS, TELEVISION, ASSEMBLY PROGRAMS, READING ALOUD, STORYTELLING, BOOK REVIEWS IN STUDENT PUBLICATIONS, INTEREST-ORIENTED BIBLIOGRAPHIES?

5--All or most of these ways--or others not mentioned--are used extensively to promote recreational reading.

4--Promotion of recreational reading is good and involves the use of several methods.

3--Promotion of recreational reading is fair and involves the use of at least two methods.

2--Promotion of recreational reading is limited, seldom utilizing more than a single method.

1--There is very little or no promotion of recreational reading by the library staff.

19. ARE STUDENTS, TRAINED AS LIBRARY ASSISTANTS, LEARNING A VARIETY OF SKILLS RELATED TO SUCH SERVICE?

5--Student assistants are receiving excellent and varied training, including an introduction to the professional aspects of librarianship as well as the routines.

4--Student assistants are receiving good training in various library service routines.

3--Student assistants are receiving satisfactory training, though at a limited number of jobs.

2--Student assistants are used at specific jobs they do satisfactorily, with very little training opportunity.

1--There are no student assistants used in the library.

20. IS A BOOK DISCUSSION OR REVIEWING CLUB USED AS AN EFFECTIVE PART OF THE LIBRARY PROGRAM?

5--An excellent student discussion or book reviewing club meets regularly in the library participating on a very high level of understanding and appreciation for the grades represented.

4--A good student discussion or book reviewing club meets regularly in the library participating on a fairly high level of understanding and appreciation for the grades represented.

3--A student discussion or reviewing club meets in the school library, with participation satisfactory for the grade level represented.

2--A student club exists for the purpose of discussing books or reviewing the, but it operates on a very limited level of effectiveness.

1--No student discussion or reviewing group is a part of the school library program.

21. DOES THE SCHOOL LIBRARY SERVE AS A LIAISON BETWEEN STUDENTS AND PUBLIC LIBRARY?

5--Students always seek library service for school-related needs from the school library before going elsewhere to look. The school librarian always notifies the public library before going elsewhere to look. The school librarian always notifies the public library of student needs related to school work.

4--The school librarian usually has the opportunity to notify the public library of student needs, and she does so regularly.

3--The school librarian sometimes is able to notify the public library of student needs.

2--The school librarian seldom is able to notify the public library of student needs before it is too late to be of any help.

1--There is no public library, or the school librarian never acts as a liaison for the students needing to use the public library for school-related materials.

22. ARE SPECIAL COLLECTIONS OF MATERIALS FOR A UNIT OF STUDY RESERVED IN THE LIBRARY, SENT TO THE CLASSROOM, AND LISTED ON SUBJECT BIBLIOGRAPHIES?

5--Most teachers frequently request that special collections of materials be reserved for unit study either in the library or in the classroom. The library staff provided this service and also makes many subject bibliographies for teachers.

4--Most teachers occasionally request that materials be reserved or sent to their classroom for a special unit of study, and the library staff frequently provides subject bibliographies for teachers.

3--Some teachers occasionally request that special materials be reserved for their classes, and librarians occasionally make subject bibliographies for teachers.

2--Some special reserve collections are provided for teachers on request but seldom, if ever, are subject bibliographies made by the library staff.

1--No provision for special collections is made by the library staff or requested by the teachers.

III. FACILITATORS

23. ARE THE NEEDS OF THE LIBRARY UNDERSTOOD BY THE BOARD OF EDUCATION?

- 5--The Board of Education clearly understands the needs of the library program and supports the program actively and adequately.
- 4--The Board of Education understands the needs of the library program and supports it as well as is financially possible.
- 3--The Board of Education may be aware of the needs of the school library program, but it does not give this program a high priority in allocating funds for materials, staff, and quarters.
- 2--The Board of Education does not fully understand the needs or possibilities of the school library program and supports it to a limited degree only.
- 1--The Board of Education neither understands the needs of the school library program or provides regular financial support for it.

24. IS A REGULAR AND ADEQUATE LIBRARY BUDGET PROVIDED?

- 5--A budget at or above the recommendations of ALA standards is provided annually.
- 4--A budget provides annually for the purchase of materials of all kinds, but at slightly less than ALA standards.
- 3--An adequate book budget is provided regularly but little or none is provided for non-book materials and special services. (Cataloging services, etc.)
- 2--The book budget is regular but limited.
- 1--There is no regular library budget, even for books.

25. IS THE STAFF WELL-QUALIFIED AND SUFFICIENT IN NUMBER, INCLUDING CLERICAL AS WELL AS PROFESSIONAL PERSONNEL?

- 5--There is sufficient staff well-qualified to provide all the services to students and teachers desirable in a school library at this level.
- 4--There is a well-qualified staff sufficient to provide most of the services to students and teachers desirable in a school library at this level.
- 3--The staff is well-qualified but too small to serve all the students and teachers adequately.
- 2--The staff is only partially trained to provide library service to the school.
- 1--No professional staff member has definite hours assigned to the operation of the school library program.

26. IS SPACE FOR FUNCTIONAL LIBRARY QUARTERS PROVIDED?

- 5--Library quarters are ample in space and well-planned to provide for all the functions usually found at this grade level.
- 4--Library quarters are satisfactory in space and functional arrangement.
- 3--Library quarters are functionally arranged but somewhat limited in space.
- 2--Library quarters are limited in space and in functions possible.
- 1--Library quarters are very poor or non-existent.

27. HAVE CHANNELS OF COMMUNICATION BETWEEN ADMINISTRATION AND LIBRARIAN AND BETWEEN LIBRARIAN AND TEACHING STAFF BEEN PROVIDED AND THEIR USE ENCOURAGED?

- 5--The administrator has provided very well for channels of communication and their use is excellent.
- 4--The administrator has provided channels for the communication between librarian and teachers; between the librarian and himself, and he encourages their use.
- 3--The administrator has provided some channels of communication between the librarian and himself and between librarian and teachers, though he does not actively encourage their use.
- 2--The administrator has provided few channels of communication for the effective use of the school library.
- 1--The administrator has not provided any channels of communication for the library program.

28. HAVE THE PRINCIPAL AND LIBRARIAN DESIGNED A LIBRARY PROGRAM WELL-SUITED TO THE OBJECTIVES OF THE SCHOOL AND THE NEEDS OF ALL OF ITS PUPILS?

- 5--The principal and the librarian, working closely together, have designed an excellent library for the specific school they serve. The plan is reviewed and revised periodically to keep abreast of the changes in curriculum and student body.
- 4--The principal and the librarian have planned a good program of library services for the students and teachers. There is provision for change in the program.
- 3--The principal and the librarian sometimes confer about library services, but there is no overall plan. Changes occur from time to time, but they are likely to be spontaneous rather than anticipated and planned.

- 2--The principal and the librarian seldom confer about library service except about the details which are not running smoothly. Plans for library service are left up to the librarian and they have little relationship to the school's objectives and the needs of the particular students enrolled.
 - 1--The principal makes all decisions about the library program and the librarian simply follows his orders.
29. DOES THE PRINCIPAL ENCOURAGE WIDE AND EFFECTIVE USE OF LIBRARY RESOURCES?
- 5--The principal takes every opportunity to encourage both students and teachers to use the library resources effectively, including the sponsoring of in-service training on utilization of materials for the teachers and the planning for systematic library instruction for the students.
 - 4--The principal in general encourages students and teachers to use the library resources effectively, allowing time in faculty meetings and in classes for the explanation of new techniques and needed skills.
 - 3--The principal believes that both students and teachers should use the library resources effectively and sometimes encourages one or the other group to improve their use of it.
 - 2--The principal is aware of the ineffective use or lack of any use that some students and teachers make of the library but does little to effect any change.
 - 1--The principal is unaware of the needs of the students and the teachers to learn to use the library effectively and takes no responsibility for the teaching of library skills or the way the library is utilized.
30. DO TEACHERS USE THE LIBRARY'S RESOURCES BY BRINGING CLASSES TO THE LIBRARY, SENDING SMALL GROUPS OR INDIVIDUALS TO THE LIBRARY, AND BORROWING LIBRARY MATERIALS FOR THE CLASSROOM?
- 5--All teachers use the library extensively for their classroom activities resulting in the variety of patterns of use listed above.
 - 4--Most teachers use the library extensively for their classroom activities, in one or more of the ways listed above.
 - 3--Most of the teachers use the library at some time during the year for classroom needs, and some of the teachers use library resources often with their classes.

- 2--Some of the teachers use library resources in the ways listed above, but most teachers do not use them except for free reading.
 - 1--Library materials are not used by teachers in the ways listed above.
31. DO TEACHERS KEEP THE SCHOOL LIBRARIAN INFORMED ABOUT CURRICULAR CHANGES AND ASSIGNMENTS SO THAT LIBRARY RESOURCES ARE AVAILABLE WHEN NEEDED?
- 5--All teachers systematically plan with the librarian for units to be studied and assignments to be made so that needed materials can be ready for their use. Curricular changes are made known to the librarian before they take place so that materials can be ordered and organized for use.
 - 4--Most teachers regularly inform the librarian of assignments for which library materials will be needed. Each department makes certain that the librarian is aware of any curricular changes being made.
 - 3--Some teachers regularly inform the librarian about assignments for which library materials will be needed, but curricular changes are sometimes made before they are reported to the librarian.
 - 2--Few teachers plan with the librarian about assignments, and acquisition of library materials usually lags behind changes in the curriculum.
 - 1--There is little or no correlation between class assignments and use of the library and no planning for curricular use of library materials between teachers and librarians.
32. DO TEACHERS ENCOURAGE BOTH CURRICULAR AND EXTRA-CURRICULAR USE OF LIBRARY RESOURCES BY THEIR STUDENTS?
- 5--All or almost all teachers encourage students to use the library resources extensively for both curricular and extra-curricular activities for which books or other materials are needed.
 - 4--Most teachers encourage students to use the library resources for both curricular and extra-curricular activities.
 - 3--Most teachers encourage students to use the library resources for either curricular or extra-curricular activities, and some teachers encourage both uses.
 - 2--Some teachers encourage students to use the library resources for either curricular or extra-curricular activities or for both, but most teachers seldom do this.
 - 1--Teachers do not encourage students to use the library.

33. DOES EACH TEACHER AID IN SELECTING MATERIALS FOR THE LIBRARY AND IN EVALUATING THE LIBRARY'S COLLECTION IN HIS FIELD?

- 5--All teachers cooperate in the selection of new materials and the evaluation of existing collections in their fields of specialization.
- 4--Most teachers cooperate in the selection of new materials and in the evaluation of existing materials in their field of specialization.
- 3--Most teachers cooperate in the selection of new materials and some also cooperate in the evaluation of existing collections in the field of specialization.
- 2--Some teachers cooperate in the selection of new materials or in the evaluation of existing collections, but most teachers do not.
- 1--Teachers seldom or never aid in the selection of materials or in the evaluation of library collections.

34. IS THERE AN EFFECTIVE FACULTY LIBRARY COMMITTEE WHICH ADVISES ON SCHOOL LIBRARY POLICIES?

- 5--There is a faculty library committee which functions very effectively.
- 4--There is a faculty library committee which functions satisfactorily.
- 3--There is a faculty library committee which functions fairly well.
- 2--There is a faculty library committee which is quite limited in its effectiveness.
- 1--There is no faculty library committee.

35. ARE TEACHERS FAMILIAR WITH COMMUNITY LIBRARIES: DO THEY ENCOURAGE THEIR STUDENTS TO USE PUBLIC LIBRARY FACILITIES WITHIN REASONABLE LIMIT ONCE SCHOOL LIBRARY RESOURCES HAVE BEEN EXPLORED?

- 5--All teachers are familiar with community libraries and encourage students to use them after school library resources have been explored.
- 4--Most teachers are familiar with community libraries and encourage students to use them after school library resources have been explored.
- 3--Some teachers are familiar with community libraries and encourage students to use them after school library resources have been explored.
- 2--Few teachers are familiar with community libraries though they may encourage students to use them, often without first checking with the school library.

- 1--There is no public library in the community, or the teachers seldom use or recommend its use to students.

36. DOES THE SCHOOL LIBRARIAN HAVE THE LEADERSHIP ROLE IN ADMINISTRATION OF THE SCHOOL LIBRARY PROGRAM?

- 5--The school librarian provides understanding and creative leadership to the principal and the faculty in planning for the best possible program of library service to students and teachers.
- 4--The school librarian generally operates as an effective leader in planning and administering the library program.
- 3--The school librarian is fairly successful in providing leadership in the administration of the school library program.
- 2--The school librarian is somewhat ineffective in the leadership role of administrator for the school library program.
- 1--The school librarian does not have the role of leadership in the administration of the library program.

37. DOES THE SCHOOL LIBRARIAN DIRECT THE PLANNING AND IMPLEMENTATION OF THE SCHOOL'S PROGRAM OF LIBRARY INSTRUCTION?

- 5--The school librarian directs the planning and implementation of an excellent school-wide program of library instruction which is both sequential and integrated with classroom learning activities.
- 4--The school librarian directs the planning and implementation of a good school-wide program of library instruction.
- 3--The school librarian participates in the planning and implementation of all library instruction provided in the school, though this is not necessarily sequential or inclusive of all students in the school.
- 2--The school librarian conducts a program of orientation to the library for new students.
- 1--The school librarian is not involved in planning or implementing instruction in the use of the library.

38. DOES THE LIBRARIAN SERVE ON FACULTY COUNCIL OR OTHER SCHOOL COMMITTEES MAKING POLICY AND CURRICULUM DECISIONS?

- 5--The librarian serves on all policy-making and curriculum committees of the school making an

effective contribution to each.

- 4--The librarian serves on some policy-making or curriculum committee each year.
- 3--The librarian is sometimes invited to attend policy-making or curriculum committee meetings though he may not always attend.
- 2--The librarian is seldom asked to serve on policy-making or curriculum committees.
- 1--The librarian is never a member of policy-making or curriculum committees.

39. DOES THE SCHOOL LIBRARIAN COMMUNICATE WITH THE FACULTY CONCERNING STUDENTS AND MATERIALS THROUGH INFORMAL CONVERSATIONS, NOTES AND BULLETINS, ANNOUNCEMENTS AND DISCUSSION IN FACULTY MEETINGS, ETC.?

- 5--The school librarian regularly and very effectively communicates with the faculty about students and materials in all of the ways listed above.
- 4--The school librarian often communicates with the faculty about students and materials in several of the ways listed above.
- 3--The school librarian communicates with the faculty in at least two of the ways listed above.
- 2--The school librarian sometimes communicates with the faculty in different ways, but she does not regularly do so.
- 1--The school librarian seldom or never communicates with the faculty concerning materials or students.

IV. USERS

40. DO TEACHERS KNOW WHAT LIBRARY RESOURCES ARE AVAILABLE AND USE THEM SKILLFULLY IN THEIR TEACHING?

- 5--All teachers are well-acquainted with the holdings of the school library and make effective use of these resources regularly in a cross-media approach to teaching.
- 4--Most teachers are well-acquainted with the holdings of the school library and make effective use of these resources often in a cross-media approach to teaching.
- 3--Most teachers are acquainted with the holdings of the school library though they do not always make full use of a cross-media approach to teaching. Or, a few teachers are well-acquainted with the library holdings and make good use of them in a cross-media approach to teaching.
- 2--Some teachers are acquainted with the holdings of the school library, but most do not make use of

them in a cross-media approach to teaching.

1--All or most of the teachers are unaware of the library's holdings and do not use them as a part of their teaching.

41. IS SCHEDULING OF CLASSES FLEXIBLE SO THAT A TEACHER CAN BRING HIS CLASS TO THE LIBRARY AT THE TIMES MOST SUITABLE TO HIS CLASSROOM PURPOSES?

5--Scheduling is flexible enough to permit all teachers an equal opportunity to bring their classes to the library as they have need of it.

4--Scheduling is flexible enough to permit most teachers an opportunity to bring their classes to the library as they have need of it.

3--Though one or two departments (or grade levels) have priority, other teachers may schedule the use of the library for their classes during open periods.

2--English classes are scheduled regularly in the library with no opportunity for other teachers to bring their classes.

1--The library is not open to classes during all or most of the school day.

42. DO STUDENTS USE THE LIBRARY AS A LABORATORY FOR REFERENCE AND RESEARCH?

5--All or most students are making excellent use of the library as a laboratory.

4--Many students are making good use of the library as a laboratory.

3--Some students are making fairly good use of the library as a laboratory.

2--Few students use the library as a laboratory.

1--Students do not use the library as a laboratory.

43. DO STUDENTS MAKE SUGGESTIONS FOR MATERIALS TO BE ACQUIRED BY THE SCHOOL LIBRARY?

5--Many students offer excellent suggestions for materials to be acquired.

4--Students often make good suggestions for materials to be acquired.

3--Students sometimes make good suggestions for materials to be acquired.

2--A few students make suggestions for materials to be acquired, though this is not encouraged by teachers or librarian.

1--Students do not make suggestions for materials to be acquired.

V. RESOURCES

44. DOES THE SCHOOL LIBRARIAN SERVE THE SCHOOL AS A MATERIALS SPECIALIST:

- a. By evaluating and selecting materials for the library collection?
- b. By guiding and assisting students and teachers in the use of library materials?
- c. By making materials easily accessible?
- d. By being a resource consultant?
- e. By directing programs of in-service training on the use of materials?

- 5--The librarian does all of the above effectively.
- 4--The librarian does four of the above effectively.
- 3--The librarian does three of the above effectively.
- 2--The librarian does only one or two of the above.
- 1--The librarian does none of the above.

45. DOES THE SCHOOL LIBRARIAN SERVE ON THE SCHOOL'S TEXT-BOOK COMMITTEE AND/OR OTHER APPROPRIATE COMMITTEES TO HELP IN EVALUATING MATERIALS?

- 5--The librarian serves as a materials consultant on all appropriate committees.
- 4--The librarian often serves as a materials consultant on appropriate committees.
- 3--The librarian may serve as a materials consultant on appropriate committees and sometimes does so.
- 2--The librarian rarely serves as a materials consultant on appropriate committees.
- 1--The librarian never serves as a materials consultant on committees.

46. DOES THE LIBRARIAN WORK WITH ALL TEACHERS WHO ARE RESPONSIBLE FOR THE DEVELOPMENTAL, CORRECTIVE, AND INDIVIDUALIZED READING PROGRAMS IN THE SCHOOLS BY MAKING SUGGESTIONS ABOUT MATERIALS, BY GUIDING THE READING OF THE STUDENTS IN THE LIBRARY IN LINE WITH THE RECOMMENDATIONS OF THE TEACHERS AND BY SCHEDULING LIBRARY PERIODS AND ACTIVITIES TO MEET THE NEEDS OF STUDENTS?

- 5--The librarian works very effectively with teachers responsible for the reading program in the above ways.
- 4--The librarian works satisfactorily with teachers responsible for the reading program in the above ways.
- 3--The librarian cooperates with the teachers responsible for the reading program, but is limited by

time, by space, or in some other way to partial accomplishment of the above.

2--The librarian occasionally works with teachers responsible for the reading program, but does not initiate the cooperation.

1--The librarian does not work with teachers responsible for the reading program except to check out books to students and teachers.

47. DOES THE LIBRARIAN HELP INDIVIDUAL STUDENTS THROUGH INFORMAL GUIDANCE AND THE RECOMMENDATION OF READING MATERIALS APPROPRIATE TO THEIR PERSONAL NEEDS?

5--The librarian does an excellent job of helping individual students in informal personal and reading guidance.

4--The librarian does a good job of helping individual students in informal personal and reading guidance.

3--The librarian is sometimes able to help individual students in informal personal and reading guidance.

2--The librarian is limited by time, opportunity, or skill to less than satisfactory accomplishment in guiding individual students.

1--The librarian does not offer guidance to individual students.

48. IS THE SCHOOL LIBRARY EASILY ACCESSIBLE TO THE CLASS-ROOM AREA AND THE ENTRANCE TO THE SCHOOL BUILDING YET LOCATED AWAY FROM THE GYM, CAFETERIA, AND OTHER NOISY AREAS?

5--The school library is excellently located.

4--The school library is well located.

3--The school library is fairly well located.

2--The school library is poorly located.

1--There is no central school library.

49. ARE THE LIBRARY QUARTERS ADEQUATE FOR EFFECTIVE STORAGE OF LIBRARY MATERIALS AND EQUIPMENT?

5--There is ample storage space for all library materials and equipment, with appropriate storage compartments available for each kind owned and excellent provision for growth.

4--There is ample storage space for presently owned materials and equipment but room for expansion may be needed in the near future.

3--There is sufficient storage space available for library materials owned, but storage space for equipment is less satisfactory.

- 2--There is insufficient storage space for materials and equipment owned by the library at the present time.
 - 1--Provision for storage of materials and equipment is extremely poor or non-existent.
50. HAS SPACE BEEN PLANNED AND PROVIDED FOR READING, VIEWING, AND LISTENING ACTIVITIES OF STUDENTS AND FACULTY?
- 5--Ample space has been planned and provided for all of the above activities.
 - 4--Ample space has been provided for reading and some space has been provided for each of the other activities listed, with additional space planned for all activities in the future.
 - 3--Space provided at present is fairly satisfactory for reading and less satisfactory for listening and/or viewing, but improved facilities for all these activities have been planned.
 - 2--Space is limited and unsatisfactory for all activities listed above.
 - 1--There is no space for reading, listening, or viewing activities in the library.
51. HAS SPACE BEEN PLANNED AND PROVIDED FOR THE ACQUISITION AND PREPARATION OF MATERIALS?
- 5--Ample and well-planned workroom space is provided in the school library, including space for making instructional materials.
 - 4--Ample space is provided for acquisition and processing of library books and other purchased materials, but space for making instructional materials is somewhat limited.
 - 3--There is a moderate amount of space provided for the acquisition and preparation of materials in the school library.
 - 2--Workroom space is very limited and poorly arranged for acquisition and preparation of library materials.
 - 1--No workroom is provided in the school library.
52. HAS SPACE BEEN PLANNED AND PROVIDED FOR THE MANAGEMENT OF THE LIBRARY?
- 5--Ample provisions have been made for space and equipment needed to manage the school library, including charge desk, librarian's office, etc.
 - 4--Satisfactory provisions have been made for space and equipment needed to manage the school library.
 - 3--Present provisions for the management of the school library are limited, but additional space and equipment have been planned for this purpose.

2--Present provisions for the management of the school library are very limited and no addition is currently being planned.

1--There is no provision for the space and equipment needed to manage the school library.

53. DOES THE LIBRARY SUITE CONTAIN CLASSROOM AND CONFERENCE ROOMS FOR PURPOSES OF LIBRARY INSTRUCTION AND SPECIAL NEEDS OF USERS?

5--Special facilities for library users, including conference rooms and classrooms are excellent.

4--Special facilities for library users, including conference rooms and classrooms are good.

3--Space is provided for classroom and one or more conference rooms but the latter are not equipped except with table and chairs.

2--No conference rooms or classrooms are currently provided as a part of the library suite, but plans have been made to add them.

1--There are no conference rooms or classroom, and none is planned.

54. ARE LIBRARY QUARTERS ATTRACTIVE, COMFORTABLE, CONVENIENT, AND WELL-LIGHTED?

5--Library quarters are excellent in all these respects.

4--Library quarters are satisfactory in all these respects.

3--Library quarters meet these criteria moderately well.

2--Library quarters are unsatisfactory according to these criteria.

1--Library quarters are extremely unsatisfactory or non-existent.

55. HAS THE LIBRARY COLLECTION BEEN DEVELOPED SYSTEMATICALLY TO PROVIDE WELL-ROUNDED COVERAGE OF SUBJECTS, TYPES OF MATERIALS, AND VARIETY OF CONTENT?

5--The library collection shows that careful and systematic planning has taken place in its development.

4--The library collection is developing satisfactorily though some parts of the collection are noticeably better than others.

3--The library collection is fairly good though it seems to lack systematic planning for its development.

2--The library collection is limited in several important areas and shows inconsistency in its development.

- 1--The library collection is very limited in all areas and shows complete lack of planning for its development.
56. HAVE ALL MATERIALS BEEN CAREFULLY EVALUATED BY PERSONAL EXAMINATION AND/OR USE OF STANDARD SELECTION TOOLS WITH ONLY MATERIALS HAVING GOOD QUALITY OF CONTENT PURCHASED?
- 5--All materials added to the library collection are selected according to the methods listed.
 - 4--Most of the materials added to the library collection are selected according to these methods.
 - 3--Some of the materials added to the library collection are selected according to these methods.
 - 2--Few of the materials added to the library collection are selected according to these methods.
 - 1--None of the materials added to the library collections are selected according to these methods.
57. IS A WRITTEN SELECTION POLICY BASED ON THE PRINCIPLES OF THE SCHOOL LIBRARY BILL OF RIGHTS OF THE AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS AND ENDORSED BY THE SCHOOL ADMINISTRATION BEING USED BY THE LIBRARIAN TO DEVELOP THE SCHOOL'S LIBRARY COLLECTION?
- 5--An excellent written selection policy is being used to develop the collection, with the vigorous support of the school administration and board of education.
 - 4--Principles of the School Library Bill of Rights are used in selecting materials for the school library though there is not a written policy for selection.
 - 3--Some of the principles of the School Library Bill of Rights are followed in developing the library collection though not all of them. The policy followed may be written or unwritten.
 - 2--Few principles of the School Library Bill of Rights are followed in developing the library collection with most materials which might be controversial avoided for purchase.
 - 1--None of the principles of the School Library Bill of Rights is followed in developing the library collection.
58. IS THE LIBRARY'S COLLECTION BEING CONTINUALLY RE-EVALUATED IN THE LIGHT OF CHANGING CURRICULUM CONTENT, NEW INSTRUCTIONAL METHODS, AND CURRENT NEEDS OF TEACHERS AND STUDENTS?

- 5--The library's collection is continually re-evaluated by faculty subject specialists and librarians who weed materials no longer useful.
- 4--The library's collection is periodically re-evaluated and weeded with the help of faculty members from various subject areas.
- 3--Some areas of the library have been re-evaluated and some weeding has taken place.
- 2--Many of the materials on the shelves are no longer useful and should be weeded.
- 1--Materials once purchased are never re-evaluated.

59. ARE MATERIALS PURCHASED THROUGHOUT THE SCHOOL YEAR WHEN NEEDED?

- 5--Flexible purchase policies enable the librarian to order materials throughout the school year.
- 4--Most of the materials are purchased at regular intervals during the school year though some may be specially purchased as needed.
- 3--All of the materials purchased from the regular budget must be ordered once or twice a year though fine money, etc. may be spent as needed.
- 2--Only one materials order per year can be made.
- 1--Materials are purchased less often than once a year.

60. ARE THE COLLECTIONS OF MATERIALS ORGANIZED FOR THE MOST EFFICIENT SERVICE TO STUDENTS AND TEACHERS WITH ALL MATERIALS EASILY AVAILABLE FOR USE?

- 5--All materials are well-organized and listed in a card catalog to make them easily available for use.
- 4--All printed materials are well-organized to make them easily available for use, and some of the non-printed materials are organized.
- 3--Most of the printed materials are well-organized but none of the non-printed materials is.
- 2--Few materials are organized for easy availability.
- 1--The library collection is not organized.

61. ARE COLLECTIONS OF MATERIALS FOUND IN CLASSROOMS LISTED IN THE LIBRARY'S CARD CATALOG?

- 5--All materials belonging to the school are a part of the library collection and are listed in the card catalog regardless of where they are located within the building.
- 4--Most materials belonging to the school are a part of the library collection and are listed in the card catalog before they are loaned to the classroom.

- 3--Materials in the classroom which are borrowed from the library are found in the card catalog.
- 2--Only classroom materials which come from the library and which will be returned there after a short loan period are cataloged by the library.
- 1--No materials which go to the classroom are part of the library nor are they cataloged through the library.

62. ARE THE RESOURCES OF THE SCHOOL LIBRARY EASILY AVAILABLE FOR HOME USE?

- 5--All or almost all of the library's materials can easily be borrowed for home use.
- 4--Most of the library's materials can be borrowed easily for home use.
- 3--No reference books and no audiovisual materials can be borrowed for home use, though other books can be borrowed easily.
- 2--There are rather strict limitations set on the borrowing of library books (one per week) and no other materials are circulated.
- 1--No materials are available from the library for home use.

PERCEPTIONS OF YOUR SCHOOL LIBRARY--

A CHECKLIST

Directions for using this checklist:

Please do not write your name on this paper, but do underline the word which indicates your role in the school. Please underline or fill in blanks which follow your title.

Administrator (Principal, Superintendent, Other
_____)

Librarian

Teacher (Man, Woman, Subject taught _____, Grade
level taught _____)

Please read and respond to each of the following statements, checking the blank which best describes the way you feel the library in your school fulfills the statement.

		None	Poor	Fair	Good	Excel- lent
I. <u>PURPOSE</u>						
1. The library promotes reading for enjoyment.						
2. The library provides books of information for reference use in the library.						
3. The library provides a quiet place to study.						
4. The library provides book and non-book resources (films, recordings, pictures, maps, etc.) for all areas of the curriculum.						
5. The library provides materials for the individual interests and needs of all students.						

	None	Poor	Fair	Good	Excel- lent
6. The library provides materials for the curricular needs of all students.					
7. The library provides an opportunity for the development of library and study skills.					
8. The library provides professional materials for teachers.					

	None	Poor	Fair	Good	Excel- lent
II. <u>SERVICES AND ACTIVITIES</u>					
1. The library checks books out for home use.					
2. The library provides reference service for users.					
3. The library provides non-book materials for classroom use.					
4. The library provides non-book materials for home use.					
5. The library distributes such equipment as projectors, TV sets, record players to all areas of the school.					
6. The library is open to students and teachers before and after school and throughout the day.					
7. The library distributes textbooks.					

	None	Poor	Fair	Good	Excel- lent
8. The library provides reading guidance for individual student users.					
9. The library provides reserve collections as requested by teachers.					
10. The library serves as a center for the production of teaching materials such as mounted pictures, magnetic tapes, transparencies, etc.					
11. The library sponsors an effective book discussion group.					
12. The library sponsors an effective student librarians' club.					

	None	Poor	Fair	Good	Excel- lent
III. <u>FACILITATORS</u>					
1. The school administrator provides space for a school library.					
2. The school administrator provides a librarian to direct the school library program.					
3. The school administrator provides clerical help for the school library.					
4. The school administrator provides an adequate budget for the purchase of library materials.					
5. The school administrator encourages students and teachers to use the school library.					

	None	Poor	Fair	Good	Excel- lent
6. The school administrator supports the librarian's role in matters concerning selection and use of materials and the management of the school library.					
7. The teachers encourage students to use the library for class assignments.					
8. The teachers encourage students to use the library for reading for enjoyment.					
9. The teachers plan with the librarian before beginning a unit of work to be sure all available materials will be used effectively.					
10. The teachers help in the selection of materials for the school library.					
11. The librarian orders books and other material for the school library.					
12. The librarian organizes materials for easy use.					
13. The librarian creates an atmosphere inviting the use of the library by students and teachers.					
14. The librarian plans with the principal and teachers for a desirable library program.					

	None	Poor	Fair	Good	Excel- lent
15. The librarian talks to classes about the use of the library.					
16. The librarian coordinates a school-wide program of library instruction.					
17. The librarian locates and when possible borrows materials needed by a teacher and not available in the school's library.					

	None	Poor	Fair	Good	Excel- lent
IV. <u>USERS</u>					
1. Students use the library to read for fun.					
2. Students use the library for class assignments.					
3. Students use the library for exploring their individual interests.					
4. Students use the library for viewing and listening activities.					
5. Students are skillful in locating materials in the library (use of card catalog, Dewey Decimal System, etc.).					
6. Students are skillful in using materials located in the library. (use of an index, outlining, note taking, etc.)					
7. Teachers use the library by bringing classes to it.					

	None	Poor	Fair	Good	Excel- lent
8. Teachers use the library resources in planning lessons.					
9. Teachers use the library for professional reading.					
10. Teachers use the library for a multi-media approach to teaching. (Combining several kinds of materials.)					

	None	Poor	Fair	Good	Excel- lent
V. <u>RESOURCES</u>					
1. The librarian gives book talks or tells stories to groups.					
2. The librarian is helpful to students and teachers using the library.					
3. The librarian is well-prepared as a book specialist.					
4. The librarian is a specialist in non-book materials.					
5. The library facilities include enough seating space for library users.					
6. The library has space for a library workroom.					
7. The library provides conference rooms for small group activities.					
8. The library provides a comfortable, pleasant place to study or read.					

	None	Poor	Fair	Good	Excel- lent
9. There is provision for individual listening in the library.					
10. There is provision for individual and group viewing in the library quarters.					
11. There is sufficient storage space for books and other materials.					
12. A card catalog which provides a key to the materials found in the school library is available to all users.					
13. The library collection improves each year.					
14. The library provides the following kinds of materials: (For each kind of material first check the word which best describes the library's collection, then make a check in the last column if these materials are easily available to all library users.)					

<u>Kind of Material</u>	<u>Adequacy of Collection</u>					<u>Accessibility of Collection</u>
	None	Poor	Fair	Good	Excel- lent	
Books						_____
Magazines						_____
Newspapers						_____
Pamphlets						_____
Maps						_____
Globes						_____
Pictures (mounted)						_____
Filmstrips						_____
Records						_____
Tapes						_____
Transparencies						_____
Films						_____
Realia (models, three-dimen- sional objects)						_____
Community resources file						_____

15. The following subjects may be represented in your school library. Please check the word which you feel best describes the library's holdings in this field.

<u>Subject Area</u>	<u>Adequacy of Collection</u>				
	None	Poor	Fair	Good	Excel- lent
Literature (other than fiction)					
Fiction					
Art					
Music					
History					
Geography					
Biography					
Science					
Mathematics					
Language					
Social Sciences					
Religion					
Philosophy					
Vocations					
Sports					

16. I think the best feature of our school library is _____.
17. I think the worst feature of our school library is _____.
18. I use the library myself: (underline best choice)
- Never
Seldom (less than once a month)
Occasionally (less than once a week)
Often (more than once a week)

APPENDIX C

TABLES OF VARIABLES TESTED BY SPEARMAN'S RANK CORRELATION COEFFICIENT

TABLE 10

RANK CORRELATION OF SCORES ON TWO ADMINISTRATIONS OF
CHECKLIST TO SECTION I OF LIBRARY SCIENCE CLASS

Student	Rank		di	di ²
	1st Score	2nd Score		
1	6	7	-1.0	1.00
2	2	2	0	0
3	15	13.5	1.5	2.25
4	12.5	12	.5	.25
5	11	8	3.0	9.00
6	12.5	13.5	-1.0	1.00
7	10	11	-1.0	1.00
8	8	10	-2.0	4.00
9	1	1	0	0
10	14	15	-1.0	1.00
11	4	3	1.0	1.00
12	9	6	3.0	9.00
13	3	5	-2.0	4.00
14	7	9	-2.0	4.00
15	5	4	1.0	1.00
				$\sum di^2 = 38.5$

$$rs = 1 - \frac{6 \sum_{i=1}^N di^2}{N^3 - N}$$

$$rs = 1 - \frac{6(38.5)}{15^3 - 15}$$

rs = .9313 Correlation is significant at the .01 level.

TABLE 11

RANK CORRELATION OF SCORES ON TWO ADMINISTRATIONS OF
CHECKLIST TO SECTION II OF LIBRARY SCIENCE CLASS

Student	Rank		di	di ²
	1st Score	2nd Score		
1	6	10.5	-4.5	20.25
2	18	20	-2.0	4.00
3	15	16.5	-1.5	2.25
4	17	19	-2.0	4.00
5	20	12.5	7.5	56.25
6	2	3.5	-1.5	2.25
7	4	6	-2.0	4.00
8	22	21	1.0	1.00
9	9	10.5	-1.5	2.25
10	14	16.5	-2.5	6.25
11	13	15	-2.0	4.00
12	3	8	-5.0	25.00
13	10.5	7	3.5	12.25
14	8	9	-1.0	1.00
15	7	3.5	3.5	12.25
16	21	22	-1.0	1.00
17	10.5	2	8.5	72.25
18	19	12.5	6.5	42.25
19	16	18	-2.0	4.00
20	5	1	4.0	16.00
21	12	14	-2.0	4.00
22	1	5	-4.0	16.00
				$\Sigma di^2 = 312.5$

$$rs = 1 - \frac{6 \sum_{i=1}^N di^2}{N^3 - N}$$

$$rs = 1 - \frac{6(312.5)}{22^3 - 22}$$

rs = .8232 Correlation is significant at the .01 level.

TABLE 12

RANK CORRELATION OF UPWARD CHANGE OBSERVED
IN SCHOOL LIBRARIES AND PRE-INSTITUTE
HIGH RATINGS BY OBSERVER

School	Observer's Upward Change	Observer's Pre-institute High Ratings	Di	Di ²
A	15	7.5	7.5	56.25
B	10.5	12	-1.5	2.25
C	6	4	2.0	4.00
D	7.5	14	-6.5	42.25
E	10.5	1.5	9.0	81.00
F	2	13	-11.0	121.00
G	3.5	5	-1.5	2.25
H	12	10	2.0	4.00
I	7.5	10	-2.5	6.25
J	3.5	10	-6.5	42.25
K	14	7.5	6.5	42.25
L	1	6	-5.0	25.00
M	13	3	10.0	100.00
N	9	15	-6.0	36.00
O	5	1.5	3.5	12.25
				$\Sigma di^2 = 577.00$

$$rs = 1 - \frac{\sum_{i=1}^N di^2}{N^3 - N}$$

$$rs = 1 - \frac{6(577)}{15^3 - 15}$$

rs = .0303 - Not a significant correlation.

TABLE 13

RANK CORRELATION OF UPWARD CHANGE OBSERVED
IN SCHOOL LIBRARIES AND POST-INSTITUTE
HIGH RATINGS BY OBSERVER

School	Observer's Upward Change	Observer's Post-Institute High Ratings	Di	Di ²
A	15	13	2.0	4.00
B	10.5	9.5	1.0	1.00
C	6	3	3.0	9.00
D	7.5	14	-6.5	42.25
E	10.5	4.5	6.0	36.00
F	2	8	-6.0	36.00
G	3.5	2	1.5	2.25
H	12	7	5.0	25.00
I	7.5	9.5	-2.0	4.00
J	3.5	11	-7.5	56.25
K	14	15	-1.0	1.00
L	1	4.5	-3.5	12.25
M	13	6	7.0	49.00
N	9	12	-3.0	9.00
O	5	1	4.0	16.00
				$\sum di^2 = 303.00$

$$rs = 1 - \frac{\frac{N}{6} \sum_{i=1}^6 di^2}{N^3 - N}$$

$$rs = 1 - \frac{6(303)}{15^3 - 15}$$

rs = .459 Correlation is significant at the .05 level.

When corrected for ties, rs = .4565. This is also significant at the .05 level.

TABLE 14

RANK CORRELATION OF UPWARD CHANGE OBSERVED
IN SCHOOL LIBRARIES AND SIZE OF SCHOOL

School	Observer's Upward Change	Size of School	Di	Di ²
A	15	9	6.0	36.00
B	10.5	7	3.5	12.25
C	6	10	-4.0	16.00
D	7.5	15	-7.5	56.25
E	10.5	3	7.5	56.25
F	2	8	-6.0	36.00
G	3.5	6	-2.5	6.25
H	12	1	11.0	121.00
I	7.5	11	3.5	12.25
J	3.5	14	-10.5	110.25
K	14	5	9.0	81.00
L	1	2	-1.0	1.00
M	13	13	0	0
N	9	4	5.0	25.00
O	5	12	-7.0	49.00
				$\sum di^2 = 618.50$

$$rs = 1 - \frac{6 \sum_{i=1}^N di^2}{N^3 - N}$$

$$rs = 1 - \frac{6(618.5)}{15^3 - 15}$$

rs = .1044 - Not a significant correlation.

TABLE 15

RANK CORRELATION OF UPWARD CHANGE OBSERVED IN
SCHOOL LIBRARIES AND SIZE OF COLLECTION

School	Observer's Upward Change	Size of Collection	Di	Di ²
A	15	14	1.0	1.00
B	10.5	6	4.5	20.25
C	6	12	-6.0	36.00
D	7.5	15	-7.5	56.25
E	10.5	8	2.5	6.25
F	2	2	0	0
G	3.5	13	-9.5	90.25
H	12	7	5.0	25.00
I	7.5	9	1.5	2.25
J	3.5	10	-6.5	42.25
K	14	4	10.0	100.00
L	1	1	0	0
M	13	11	2.0	4.00
N	9	3	6.0	36.00
O	5	5	0	0
				$\sum di^2 = 419.50$

$$rs = 1 - \frac{6 \sum_{i=1}^N di^2}{N^3 - N}$$

$$rs = 1 - \frac{6(419.5)}{15^3 - 15}$$

rs = .2509 - Not a significant correlation.

TABLE 16

RANK CORRELATION OF UPWARD CHANGE OBSERVED IN SCHOOL
LIBRARIES AND NUMBER OF BOOKS PER PUPIL
IN THE LIBRARIES

School	Observer's Upward Change	No. of Books per Pupil	Di	Di ²
A	15	15	0	0
B	10.5	7	3.5	12.25
C	6	8	-2.0	4.00
D	7.5	1	6.5	42.25
E	10.5	11	- .5	.25
F	2	2.5	- .5	.25
G	3.5	13.5	-10.0	100.00
H	12	13.5	-1.5	2.25
I	7.5	6	1.5	2.25
J	3.5	4	- .5	.25
K	14	12	2.0	4.00
L	1	9	-8.0	64.00
M	13	5	8.0	64.00
N	9	10	-1.0	1.00
O	5	2.5	2.5	6.25
				$\sum di^2 = 303.00$

$$rs = 1 - \frac{N \sum_{i=1}^6 di^2}{N^3 - N}$$

$$rs = 1 - \frac{6(303)}{15^3 - 15}$$

rs = .459 - Significant at the .05 level.

rs = .4565 when corrected for ties.

TABLE 17

RANK CORRELATION OF UPWARD CHANGE AS PERCEIVED
BY OBSERVER AND BY LIBRARIANS

School	Observer's Upward Change	Librarian's Upward Change	Di	Di ²
A	15	15	0	0
B	10.5	3	-7.5	56.25
C	6	9	3.0	9.00
D	7.5	11.5	4.0	16.00
E	10.5	4	-6.5	42.25
F	2	10	8.0	64.00
G	3.5	8	4.5	20.25
H	12	11.5	- .5	.25
I	7.5	5	-2.5	6.25
J	3.5	2	-1.5	2.25
K	14	1	-13.0	169.00
L	1	6	5.0	25.00
M	13	7	-6.0	36.00
N	9	14	5.0	25.00
O	5	13	8.0	64.00
				$\sum di^2 = 535.50$

$$rs = 1 - \frac{6 \sum_{i=1}^N di^2}{N^3 - N}$$

$$rs = 1 - \frac{6(535.5)}{15^3 - 15}$$

rs = .0438 - Not a significant correlation.

TABLE 18

RANK CORRELATION OF UPWARD CHANGE AS PERCEIVED
BY OBSERVER AND BY ADMINISTRATORS

School	Observer's Upward Change	Administrators Upward Change	Di	Di ²
A	15	13	2.0	4.0
B	10.5	11	- .5	.25
C	6	1.5	4.5	20.25
D	7.5	1.5	6.0	36.00
E	10.5	4	6.5	42.25
F	2	8.5	-6.5	42.25
G	3.5	14.5	-11.0	121.00
H	12	12	0	0
I	7.5	6	1.5	2.25
J	3.5	3	.5	.25
K	14	14.5	- .5	.25
L	1	7	-6.0	36.00
M	13	10	3.0	9.00
N	9	5	4.0	16.00
O	5	8.5	-3.5	12.25
			$\sum di^2 = 342.00$	

$$rs = 1 - \frac{6 \sum_{i=1}^N di^2}{N^3 - N}$$

$$rs = 1 - \frac{6(342)}{15^3 - 15}$$

rs = .3893 - Not a significant correlation.

TABLE 19

RANK CORRELATION OF UPWARD CHANGE AS PERCEIVED
BY LIBRARIANS AND BY ADMINISTRATORS

School	Librarian's Upward Change	Administrator's Upward Change	Di	Di ²
A	15	13	2.0	4.00
B	3	11	8.0	64.00
C	9	1.5	7.5	56.25
D	11.5	1.5	10.0	100.00
E	4	4	0	0
F	10	8.5	1.5	2.25
G	8	14.5	6.5	42.25
H	11.5	12	.5	.25
I	5	6	1.0	1.00
J	2	3	1.0	1.00
K	1	14.5	13.5	182.25
L	6	7	1.0	1.00
M	7	10	3.0	9.00
N	14	5	9.0	81.00
O	13	8.5	4.5	20.25
			$\Sigma di^2 = 564.50$	

$$rs = 1 - \frac{6 \sum_{i=1}^N di^2}{N^3 - N}$$

$$rs = 1 - \frac{6(564.5)}{15^3 - 15}$$

rs = .008 - Not a significant correlation.